

Harvard Graduate School of Education

Course Catalog Preview

Education

Subject: Education

Education A011B Section: 01

Learning from Practice: Evaluation and Improvement Science (180028)

Candice Bocala

2017 Spring (2 Credits)

Schedule: W 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap: n/a

(New course.) All individuals and programs need feedback in order to improve, but how do organizations gain the capacity to use that information to engage in continuous improvement and build a culture of learning through evaluation? This course is designed to introduce students to key concepts in improvement science as well as common approaches to formative evaluation, such as theory-based and developmental evaluation. It is meant for students who will be working or leading in educational settings where they will be asked to collect and use information to build organizational capacity and affect change, as well as for students interested in an introduction to the practice of evaluation. Students will acquire a practical set of skills, such as understanding and diagramming logic models, communicating with key stakeholders, and generating relevant evaluation questions. Students will practice these skills in an authentic setting by working closely with a real organization and practitioners to document their program theories and develop a program evaluation proposal.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Content	formative evaluation
HGSE: Content	process improvement
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collect qualitative data
HGSE: Competencies	develop research questions
HGSE: Pedagogy	field-based project
HGSE: Competencies	build partnership
HGSE: Competencies	conduct an interview
HGSE: Content	program evaluation
HGSE: Pedagogy	team-based learning

Education A011D Section: 01

The Arts of Communication for Educators (203880)

Timothy McCarthy

2017 Spring (2 Credits)

Schedule: TWR 0830 AM - 0959 AM

Instructor Permissions: Instructor

Enrollment Cap: 40

(New course.) Today's education leaders must have the ability to communicate clearly, persuasively, and thoughtfully to diverse audiences. This course seeks to strengthen the capacity of each student to speak well in public settings while navigating a range of leadership scenarios. Approximately one-half of the course will be devoted to lessons that introduce students to different models and strategies of communication. The other half will consist of smaller workshops where students will have the opportunity to hone their public speaking skills and receive customized, critical feedback. This course is designed for future leaders in the field of education and other related professions.

Permission of instructor required. Enrollment limited to 40 HGSE students. This course assumes fluency with the English language. Cross registrants will only be admitted if space remains after all interested HGSE students have been accommodated.

Class Notes: Class will meet on Tuesdays and Thursdays, 8:30 - 10:00 a.m., with an additional meeting on Wednesdays, 8:30 - 10:00 a.m., for speech sessions. The total class-time commitment is 4.5 hours per week.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A011D Section: 02

The Arts of Communication for Educators (203880)

Timothy McCarthy

2017 Spring (2 Credits)

Schedule: MTW 0830 AM - 0959 AM

Instructor Permissions: Instructor **Enrollment Cap:** 40

(New course.) Today's education leaders must have the ability to communicate clearly, persuasively, and thoughtfully to diverse audiences. This course seeks to strengthen the capacity of each student to speak well in public settings while navigating a range of leadership scenarios. Approximately one-half of the course will be devoted to lessons that introduce students to different models and strategies of communication. The other half will consist of smaller workshops where students will have the opportunity to hone their public speaking skills and receive customized, critical feedback. This course is designed for future leaders in the field of education and other related professions.

Permission of instructor required. Enrollment limited to 40 HGSE students. This course assumes fluency with the English language. Cross registrants will only be admitted if space remains after all interested HGSE students have been accommodated.

Class Notes: Class will meet Mondays and Wednesdays, 8:30 - 10:00 a.m., with an additional meeting on Tuesdays, 8:30 - 10:00 a.m., for speech sessions. The total class-time commitment is 4.5 hours per week.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A011L Section: 01

Educating Across the Aisle (180031)

Todd Pittinsky

2016 Fall (2 Credits)

Schedule: R 0500 PM - 0759 PM

Instructor Permissions: None

Enrollment Cap: 12

Examining and understanding education policy from different political perspectives is essential for all who aspire to be effective education leaders at any level, from national policymakers to teachers who need to engage with parents with a variety of political viewpoints and community members who must be rallied to vote for school budgets. This course will examine, at a practical level, how political ideology and affiliation affect educational policy in the United States and specifically how political ideology and affiliation often complicate attempts to increase the quality of U.S. K-12 education. We will also probe the role of political differences in the history, development, and current dilemmas of K-12 education policy in the United States. This will give us a more nuanced understanding of the current situation and points of consensus and dissensus. We will then analyze and discuss how different political perspectives approach current debates in education policy and, perhaps most important, where opportunities exist to forge collaboration across political divides for the betterment of U.S. K-12 education.

Class Notes: Class meets October 20, 27, November 3, 10, 17, and December 1.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A011L Section: S01

Educating Across the Aisle (180031)

Todd Pittinsky

2016 Fall (2 Credits)

Schedule: R 1200 PM - 1240 PM

Instructor Permissions: None

Enrollment Cap: 0

Examining and understanding education policy from different political perspectives is essential for all who aspire to be effective education leaders at any level, from national policymakers to teachers who need to engage with parents with a variety of political viewpoints and community members who must be rallied to vote for school budgets. This course will examine, at a practical level, how political ideology and affiliation affect educational policy in the United States and specifically how political ideology and affiliation often complicate attempts to increase the quality of U.S. K-12 education. We will also probe the role of political differences in the history, development, and current dilemmas of K-12 education policy in the United States. This will give us a more nuanced understanding of the current situation and points of consensus and dissensus. We will then analyze and discuss how different political perspectives approach current debates in education policy and, perhaps most important, where opportunities exist to forge collaboration across political divides for the betterment of U.S. K-12 education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A011L Section: S02

Educating Across the Aisle (180031)

Todd Pittinsky

2016 Fall (2 Credits)

Schedule: R 1245 PM - 0125 PM

Instructor Permissions: None

Enrollment Cap: 0

Examining and understanding education policy from different political perspectives is essential for all who aspire to be effective education leaders at any level, from national policymakers to teachers who need to engage with

parents with a variety of political viewpoints and community members who must be rallied to vote for school budgets. This course will examine, at a practical level, how political ideology and affiliation affect educational policy in the United States and specifically how political ideology and affiliation often complicate attempts to increase the quality of U.S. K-12 education. We will also probe the role of political differences in the history, development, and current dilemmas of K-12 education policy in the United States. This will give us a more nuanced understanding of the current situation and points of consensus and dissensus. We will then analyze and discuss how different political perspectives approach current debates in education policy and, perhaps most important, where opportunities exist to forge collaboration across political divides for the betterment of U.S. K-12 education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A011M Section: 01

Leading Through Difference (180032)

Todd Pittinsky

2017 Spring (2 Credits)

Schedule: R 0500 PM - 0759 PM

Instructor Permissions: None

Enrollment Cap: 30

Is difference the roadblock or the road? Education leaders have to "lead through difference" in the sense that they have to deal with the complexities and conflicts created by cultural, ethnic, economic, linguistic, gender, ideological, disability, sexual orientation, and age diversity. But they could also "lead through difference" in the sense of using the positive power of difference to go well beyond mere tolerance. This module will help future education leaders develop the knowledge, attitudes, skills, and vision to do both. Our work together will be founded on an understanding of how diversity affects social relations and how those interactions both constrain and expand what education leadership can address and accomplish. We will therefore focus on what psychology and sociology can tell us about how diverse collectives actually operate and what levers leaders can pull for productive change. We will see that the most common and logical-sounding approaches aren't always as effective as advertised and that some very uncommon approaches may have exciting potential.

This module is designed for students enrolled in the Ed.M., CAS, Ed.D., and Ph.D. programs.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A011P Section: 01

The Promise of Diversity: Emerging-Research Seminar (180033)

Todd Pittinsky

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: None

Enrollment Cap: n/a

Researchers in education and across many disciplines are increasingly undertaking rigorous research on topics related to diversity. What are these researchers discovering, and what can educators do with this emerging knowledge? In this course, we will meet some of these researchers, learn about their work, and look for ways to apply their findings to evidence-based preK-12 and higher-education practice. Researchers from several universities and various disciplines--and using a variety of methodologies--will conduct research seminars with course participants. After each such presentation, the class will discuss the research findings and debate their implications for positive change in education settings. Students will be expected to engage deeply with each

researcher's scholarship in advance of seminar meetings and prepare a brief analytic memo reflecting on the researcher's work to date. Assessment will be based on these memos and a final paper students will tailor to their interest in research or application. For example, Ed.M., CAS, and Ed.L.D. students might use their final paper to explore in-depth the practical applications of one of the research programs studied, while Ed.D. and Ph.D. students might instead develop a proposal for an original research project inspired by the research approaches studied in the module.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research proposal
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze arguments
HGSE: Content	organizations
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop research questions
HGSE: Content	identity

Education A019 Section: 01

Education Sector Nonprofits (180037)

James Honan

2016 Fall (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course examines the growth of education sector nonprofits, focusing specifically on how these organizations are governed, managed, and financed. Through the use of case studies, pertinent research and scholarship, visiting practitioners, and emerging institutional examples, students will have an opportunity to explore the work of a wide range of education sector nonprofits and their overall contribution to educational reform and improvement. The course will be intentionally broad in scope and will include discussion of education sector nonprofits that focus on higher education, early-childhood education, public education, arts and culture, international NGO work, etc. Students will prepare a written case analysis, participate in a book group, and complete a group-based final paper/presentation/project.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Content	innovation
HGSE: Pedagogy	case-method learning
HGSE: Competencies	develop a theory of action
HGSE: Content	fundraising
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	scaling
HGSE: Content	entrepreneurship
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	financial management
HGSE: Competencies	write a research/analytic paper
HGSE: Content	leadership

HGSE: Competencies	think strategically
HGSE: Content	nonprofits
HGSE: Competencies	build partnership
HGSE: Content	strategic planning

Education A019 Section: S01

Education Sector Nonprofits (180037)

James Honan

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course examines the growth of education sector nonprofits, focusing specifically on how these organizations are governed, managed, and financed. Through the use of case studies, pertinent research and scholarship, visiting practitioners, and emerging institutional examples, students will have an opportunity to explore the work of a wide range of education sector nonprofits and their overall contribution to educational reform and improvement. The course will be intentionally broad in scope and will include discussion of education sector nonprofits that focus on higher education, early-childhood education, public education, arts and culture, international NGO work, etc. Students will prepare a written case analysis, participate in a book group, and complete a group-based final paper/presentation/project.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	scaling
HGSE: Competencies	build partnership
HGSE: Content	fundraising
HGSE: Content	financial management
HGSE: Competencies	write a research/analytic paper
HGSE: Content	organizations
HGSE: Content	nonprofits
HGSE: Content	leadership
HGSE: Pedagogy	case-method learning
HGSE: Content	entrepreneurship
HGSE: Content	strategic planning
HGSE: Pedagogy	peer learning
HGSE: Competencies	think strategically
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Content	innovation
HGSE: Pedagogy	guest speaker(s)

Education A019 Section: S02

Education Sector Nonprofits (180037)

James Honan

2016 Fall (4 Credits)

Schedule:

W 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course examines the growth of education sector nonprofits, focusing specifically on how these organizations

are governed, managed, and financed. Through the use of case studies, pertinent research and scholarship, visiting practitioners, and emerging institutional examples, students will have an opportunity to explore the work of a wide range of education sector nonprofits and their overall contribution to educational reform and improvement. The course will be intentionally broad in scope and will include discussion of education sector nonprofits that focus on higher education, early-childhood education, public education, arts and culture, international NGO work, etc. Students will prepare a written case analysis, participate in a book group, and complete a group-based final paper/presentation/project.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	build partnership
HGSE: Competencies	develop a theory of action
HGSE: Content	scaling
HGSE: Content	strategic planning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	innovation
HGSE: Content	entrepreneurship
HGSE: Content	financial management
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	organizations
HGSE: Content	nonprofits
HGSE: Competencies	write a research/analytic paper
HGSE: Content	fundraising
HGSE: Content	leadership
HGSE: Pedagogy	peer learning

Education A021 Section: 01

Leadership in Social-Change Organizations (180038)

Karen Mapp

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and the provision of an education where every student graduates from high school well prepared for college and a career. What kinds of leadership skills and practices are required to take on and succeed at this type of social-change work? What types of organizational structures create the conditions for successful initiatives aimed at addressing issues of educational access, equity, and equality? Components of the course will include an examination of the skills, competencies, and dispositions of effective leadership, the exploration of current leadership and organizational theory; presentations by with educational leaders from a diverse spectrum of education-related organizations and an in-depth analysis of a social-change organization. Through the lens of social change in education, as a community of learners, students will expand their understanding of leadership and organizational theory, gain expertise in diagnosing and addressing leadership and organizational challenges, and reflect on and enhance their own leadership skills and practices.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Pedagogy	peer learning
HGSE: Content	organizations
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a literature review
HGSE: Competencies	think strategically
HGSE: Content	decision-making
HGSE: Pedagogy	research project
HGSE: Pedagogy	socratic discussion
HGSE: Content	teams
HGSE: Content	partnerships
HGSE: Content	diversity equity inclusion
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	group dynamics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	social justice
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing

Education A021 Section: S01

Leadership in Social-Change Organizations (180038)

Karen Mapp

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and the provision of an education where every student graduates from high school well prepared for college and a career. What kinds of leadership skills and practices are required to take on and succeed at this type of social-change work? What types of organizational structures create the conditions for successful initiatives aimed at addressing issues of educational access, equity, and equality? Components of the course will include an examination of the skills, competencies, and dispositions of effective leadership, the exploration of current leadership and organizational theory; presentations by with educational leaders from a diverse spectrum of education-related organizations and an in-depth analysis of a social-change organization. Through the lens of social change in education, as a community of learners, students will expand their understanding of leadership and organizational theory, gain expertise in diagnosing and addressing leadership and organizational challenges, and reflect on and enhance their own leadership skills and practices.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	group dynamics
HGSE: Pedagogy	research project
HGSE: Pedagogy	case-method learning
HGSE: Content	social justice
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Content	partnerships
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teams
HGSE: Content	organizations
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	think strategically
HGSE: Content	system-level leadership
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a literature review
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	decision-making
HGSE: Pedagogy	field-based project

Education A021 Section: S02

Leadership in Social-Change Organizations (180038)

Karen Mapp

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and the provision of an education where every student graduates from high school well prepared for college and a career. What kinds of leadership skills and practices are required to take on and succeed at this type of social-change work? What types of organizational structures create the conditions for successful initiatives aimed at addressing issues of educational access, equity, and equality? Components of the course will include an examination of the skills, competencies, and dispositions of effective leadership, the exploration of current leadership and organizational theory; presentations by with educational leaders from a diverse spectrum of education-related organizations and an in-depth analysis of a social-change organization. Through the lens of social change in education, as a community of learners, students will expand their understanding of leadership and organizational theory, gain expertise in diagnosing and addressing leadership and organizational challenges, and reflect on and enhance their own leadership skills and practices.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	school reform
HGSE: Content	partnerships
HGSE: Pedagogy	socratic discussion
HGSE: Content	organizations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	system-level leadership
HGSE: Competencies	make a presentation
HGSE: Content	decision-making
HGSE: Pedagogy	field-based project
HGSE: Content	teams
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	social justice
HGSE: Competencies	write a literature review
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	group dynamics
HGSE: Pedagogy	case-method learning
HGSE: Competencies	think strategically
HGSE: Content	leadership
HGSE: Pedagogy	research project
HGSE: Pedagogy	reflective writing

Education A024 Section: 01

Politics and Education Policy in the United States (180041)

Martin West

2016 Fall (4 Credits)

Schedule:

MW 1000 AM - 1159 AM

Instructor Permissions: None**Enrollment Cap:**

n/a

Education is inherently political. The experience of schooling contributes to the socialization of citizens, and curricula legitimate some forms of knowledge while excluding others. Educational attainment is a key factor in the economic success of individuals, groups, and nations. Public school systems are among the economy's largest employers and command a sizable share of state and local government budgets. It is no surprise, then, that education policy debates are often contentious. This course surveys the politics of education in the United States. It considers the key institutions (e.g., school boards, state governments, Congress, the executive branch, and courts) and actors (e.g., elected officials, organized interests, and the general public) shaping the American K-12 education system in order to understand recent reforms and their consequences for students. Students will examine past conflicts over education governance and have the opportunity to develop their views on ongoing policy debates. The course draws on concepts from political science and related disciplines to shed light on the development of the American education system while using education policy as a lens through which to learn about American politics and the nature of political action generally.

No prerequisites. Strongly recommended for students in the Education Policy and Management Program. It is also designed to be useful for Ed.D., Ph.D., and Ed.L.D. students and for graduate students in other Harvard schools with an interest in applied political analysis. Open to advanced undergraduates with a strong interest in education policy. Jointly offered at the Harvard Kennedy School (HKS) as SUP-449.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Content	law
HGSE: Competencies	write a research/analytic paper
HGSE: Content	civil rights
HGSE: Content	policy
HGSE: Pedagogy	simulation/role play
HGSE: Content	advocacy
HGSE: Content	politics
HGSE: Content	school reform
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a policy memo

Education A024 Section: S01

Politics and Education Policy in the United States (180041)

Martin West

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: None**Enrollment Cap:**

0

Education is inherently political. The experience of schooling contributes to the socialization of citizens, and curricula legitimate some forms of knowledge while excluding others. Educational attainment is a key factor in the economic success of individuals, groups, and nations. Public school systems are among the economy's largest employers and command a sizable share of state and local government budgets. It is no surprise, then, that education policy debates are often contentious. This course surveys the politics of education in the United States. It considers the key institutions (e.g., school boards, state governments, Congress, the executive branch, and courts) and actors (e.g., elected officials, organized interests, and the general public) shaping the American K-12 education system in order to understand recent reforms and their consequences for students. Students will examine past conflicts over education governance and have the opportunity to develop their views on ongoing policy debates. The course draws on concepts from political science and related disciplines to shed light on the development of the American education system while using education policy as a lens through which to learn about American politics and the nature of political action generally.

No prerequisites. Strongly recommended for students in the Education Policy and Management Program. It is also designed to be useful for Ed.D., Ph.D., and Ed.L.D. students and for graduate students in other Harvard schools with an interest in applied political analysis. Open to advanced undergraduates with a strong interest in education policy. Jointly offered at the Harvard Kennedy School (HKS) as SUP-449.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	advocacy
HGSE: Content	policy
HGSE: Competencies	analyze arguments
HGSE: Content	politics
HGSE: Competencies	write a policy memo
HGSE: Content	law
HGSE: Content	civil rights
HGSE: Pedagogy	simulation/role play

HGSE: Competencies	write a research/analytic paper
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Education A024 Section: S02

Politics and Education Policy in the United States (180041)

Martin West

2016 Fall (4 Credits) **Schedule:** W 1115 AM - 1155 AM

Instructor Permissions: None **Enrollment Cap:** 0

Education is inherently political. The experience of schooling contributes to the socialization of citizens, and curricula legitimate some forms of knowledge while excluding others. Educational attainment is a key factor in the economic success of individuals, groups, and nations. Public school systems are among the economy's largest employers and command a sizable share of state and local government budgets. It is no surprise, then, that education policy debates are often contentious. This course surveys the politics of education in the United States. It considers the key institutions (e.g., school boards, state governments, Congress, the executive branch, and courts) and actors (e.g., elected officials, organized interests, and the general public) shaping the American K-12 education system in order to understand recent reforms and their consequences for students. Students will examine past conflicts over education governance and have the opportunity to develop their views on ongoing policy debates. The course draws on concepts from political science and related disciplines to shed light on the development of the American education system while using education policy as a lens through which to learn about American politics and the nature of political action generally.

No prerequisites. Strongly recommended for students in the Education Policy and Management Program. It is also designed be useful for Ed.D., Ph.D., and Ed.L.D. students and for graduate students in other Harvard schools with an interest in applied political analysis. Open to advanced undergraduates with a strong interest in education policy. Jointly offered at the Harvard Kennedy School (HKS) as SUP-449.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	simulation/role play
HGSE: Content	school reform
HGSE: Competencies	analyze arguments
HGSE: Content	law
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	politics
HGSE: Content	civil rights
HGSE: Content	policy
HGSE: Content	advocacy
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	lecture

Education A027 Section: 01

Managing Financial Resources in Nonprofit Organizations (180042)

James Honan

2016 Fall (4 Credits) **Schedule:** MW 0830 AM - 0959 AM

Instructor Permissions: None **Enrollment Cap:** n/a

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost

containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

Jointly offered at the Harvard Kennedy School (HKS) as MLD-427A

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Content	nonprofits
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	prepare budgets
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	financial management
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
HGSE: Competencies	read financial statements
HGSE: Content	scaling

Education A027 Section: 01

Managing Financial Resources in Nonprofit Organizations (180043)

James Honan

2017 Spring (4 Credits)

Schedule:

TR 0830 AM - 0959 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

Jointly offered at the Harvard Kennedy School (HKS) as MLD-427A.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	scaling
HGSE: Content	strategic planning
HGSE: Content	leadership
HGSE: Content	organizations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	nonprofits
HGSE: Content	financial management
HGSE: Competencies	prepare budgets
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	read financial statements

Education A027 Section: S01

Managing Financial Resources in Nonprofit Organizations (180042)

James Honan

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: None

Enrollment Cap:

0

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

Jointly offered at the Harvard Kennedy School (HKS) as MLD-427A

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	financial management
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	nonprofits
HGSE: Content	leadership
HGSE: Content	organizations
HGSE: Competencies	prepare budgets
HGSE: Competencies	read financial statements
HGSE: Content	scaling
HGSE: Content	strategic planning
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)

Education A027 Section: S02

Managing Financial Resources in Nonprofit Organizations (180042)

James Honan

2016 Fall (4 Credits)

Schedule:

W 1115 AM - 1155 AM

Instructor Permissions: None

Enrollment Cap:

0

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

Jointly offered at the Harvard Kennedy School (HKS) as MLD-427A

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	prepare budgets
HGSE: Content	strategic planning
HGSE: Content	nonprofits
HGSE: Competencies	read financial statements
HGSE: Content	scaling
HGSE: Pedagogy	guest speaker(s)

HGSE: Content	financial management
HGSE: Content	leadership

Education A029 Section: 01

An Introduction to Education Finance and Budgeting (180045)

Jon Fullerton

2016 Fall (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course introduces students to public education financing and budgeting systems in the United States. The course begins from the premise that how money is spent and how much money is spent are reflection of one's actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options, equity and adequacy frameworks for evaluating school finance systems, school and district budget processes and the politics of budgeting, cost drivers, activity-based costing and cost-benefit analysis, and performance management. This is a hands-on course; students will be expected to access and analyze publicly available data sets using Microsoft Excel and to create compelling presentations aimed at policymakers from the results. Students are required to complete a final budget policy project and present results to system leaders. At the end of the course, students should have an understanding of the American school finance framework, be able to analyze school and district budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website.

Class Notes:

Required, weekly, one-hour section. There may be class presentations scheduled during the reading and exam periods.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a policy memo
HGSE: Content	financial management
HGSE: Content	policy
HGSE: Content	budgeting
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	make a presentation
HGSE: Competencies	prepare budgets
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Competencies	read financial statements

Education A029 Section: S01

An Introduction to Education Finance and Budgeting (180045)

Jon Fullerton

2016 Fall (4 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course introduces students to public education financing and budgeting systems in the United States. The course begins from the premise that how money is spent and how much money is spent are reflection of one's actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options, equity and adequacy frameworks for evaluating school finance systems, school and district budget processes and the politics of budgeting, cost drivers, activity-based costing and cost-benefit analysis, and performance management. This is a hands-on course; students will be expected to access and analyze publicly available data sets using Microsoft Excel and to create compelling presentations aimed at policymakers from the results. Students are required to complete a final budget policy project and present results to system leaders. At the end of the course, students should have an understanding of the American school finance framework, be able to analyze school and district budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	policy
HGSE: Pedagogy	problem sets
HGSE: Competencies	analyze quantitative data
HGSE: Content	financial management
HGSE: Competencies	prepare budgets
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Competencies	write a policy memo
HGSE: Competencies	read financial statements
HGSE: Content	budgeting
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation

Education A029 Section: S02

An Introduction to Education Finance and Budgeting (180045)

Jon Fullerton

2016 Fall (4 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course introduces students to public education financing and budgeting systems in the United States. The course begins from the premise that how money is spent and how much money is spent are reflection of one's actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options, equity and adequacy frameworks for evaluating school finance systems, school and district budget processes and the politics of budgeting, cost drivers, activity-based costing and cost-benefit analysis, and performance management. This is a hands-on course; students will be expected to access and analyze publicly available data sets using Microsoft Excel and to create compelling presentations aimed at policymakers from the results. Students are required to complete a final budget policy project and present results to system leaders. At the end of the course, students should have an understanding of the American school finance framework, be able to analyze school and district budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	prepare budgets
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a presentation
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	lecture
HGSE: Content	policy
HGSE: Competencies	write a policy memo
HGSE: Content	budgeting
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze quantitative data
HGSE: Content	financial management
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	read financial statements
HGSE: Pedagogy	problem sets

Education A035 Section: 01

Economics of Human Resources in the Education Sector (203525)

Eric Taylor

2017 Spring (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

(New course.) This course is about the challenges of managing human resources, with a focus on teachers and the education sector. We will examine these issues using tools from economics, especially labor and personnel economics. The course is motivated by practical questions: whom to hire, fire, or promote, when to provide on-the-job training, how to evaluate job performance, whether to tie pay to performance, how to design jobs, and others. Underlying these questions are several essential economic concepts that this course will introduce: opportunity costs, asymmetric information, decisions under uncertainty, investments in human capital, principal-agent problem, and incentives, among others. To illustrate these questions and concepts we will use examples from the education sector, especially in the case of teachers, with most examples drawn from recent empirical research. As those examples will demonstrate, the topics of this course are directly relevant to several current education policy debates that we will discuss in class: for example, tenure rules, accountability and evaluation, pay for performance or credentials. This is a course for (aspiring) entrepreneurs, managers, policy makers, and researchers; it is a course about strategic decisions, not a course on the day-to-day tasks of human resources offices.

Prerequisites: Prior coursework in microeconomics and statistics (A-205 and S-012, respectively, are sufficient).

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A090 Section: 01

Crafting a Compelling and Rigorous Proposal (180050)

Eileen McGowan

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

Proposal writing is a nurtured skill not a natural talent. The purpose of this course is to develop the skillset

necessary for constructing a solid proposal for dissertations and qualifying papers, for grant-writing, applying to doctoral programs, and proposing innovative ideas to funders. What do you want to do and how do you justify it? Why should anyone care? What literature do you need to review? How can you construct a solid theoretical framework? How does your personal way of seeing the world shape your framing and execution of ideas? Developing this craft is best accomplished within a community, rather than in isolation, because others can locate strengths and weakness the writer cannot self- identify. Our learning community offers a consistent, structured, supportive environment in which under-developed ideas are nurtured and initial drafts are perfected and polished. Discussion topics include: (1) choosing topics based on personal experience, theoretical preferences, and academic grounding; (2) using the literature review to inform the concepts and substance of the proposal; (3) selecting research methods; (4) matching the research design to the topic and the setting; (5) choosing sites; (6) understanding the organizational environment; (7) limiting bias; (8) writing effectively; and (9) justifying plans.

This seminar, originally accessible only to doctoral students, is now also open to master's students who have specific goals for which this skill would be useful. No prerequisites. Permission of the instructor is not required. During Orientation and shopping days, the instructor welcomes inquiries to discuss appropriateness of the course for the student's learning goals.

Class Notes: Former course title: Developing the Research Proposal

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research proposal
HGSE: Content	research methods
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	ethics
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze arguments
HGSE: Competencies	develop research questions
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing

Education A090 Section: S01

Crafting a Compelling and Rigorous Proposal (180050)

Eileen McGowan

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: None

Enrollment Cap:

0

Proposal writing is a nurtured skill not a natural talent. The purpose of this course is to develop the skillset necessary for constructing a solid proposal for dissertations and qualifying papers, for grant-writing, applying to doctoral programs, and proposing innovative ideas to funders. What do you want to do and how do you justify it? Why should anyone care? What literature do you need to review? How can you construct a solid theoretical framework? How does your personal way of seeing the world shape your framing and execution of ideas? Developing this craft is best accomplished within a community, rather than in isolation, because others can locate strengths and weakness the writer cannot self- identify. Our learning community offers a consistent, structured, supportive environment in which under-developed ideas are nurtured and initial drafts are perfected and polished. Discussion topics include: (1) choosing topics based on personal experience, theoretical preferences, and academic grounding; (2) using the literature review to inform the concepts and substance of the proposal; (3) selecting research methods; (4) matching the research design to the topic and the setting; (5) choosing sites; (6) understanding the organizational environment; (7) limiting bias; (8) writing effectively; and (9) justifying plans.

This seminar, originally accessible only to doctoral students, is now also open to master's students who have

specific goals for which this skill would be useful. No prerequisites. Permission of the instructor is not required. During Orientation and shopping days, the instructor welcomes inquiries to discuss appropriateness of the course for the student's learning goals.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Competencies	develop research questions
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research proposal
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	ethics
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing

Education A090 Section: S02

Crafting a Compelling and Rigorous Proposal (180050)

Eileen McGowan

2016 Fall (4 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: None

Enrollment Cap:

0

Proposal writing is a nurtured skill not a natural talent. The purpose of this course is to develop the skillset necessary for constructing a solid proposal for dissertations and qualifying papers, for grant-writing, applying to doctoral programs, and proposing innovative ideas to funders. What do you want to do and how do you justify it? Why should anyone care? What literature do you need to review? How can you construct a solid theoretical framework? How does your personal way of seeing the world shape your framing and execution of ideas? Developing this craft is best accomplished within a community, rather than in isolation, because others can locate strengths and weakness the writer cannot self- identify. Our learning community offers a consistent, structured, supportive environment in which under-developed ideas are nurtured and initial drafts are perfected and polished. Discussion topics include: (1) choosing topics based on personal experience, theoretical preferences, and academic grounding; (2) using the literature review to inform the concepts and substance of the proposal; (3) selecting research methods; (4) matching the research design to the topic and the setting; (5) choosing sites; (6) understanding the organizational environment; (7) limiting bias; (8) writing effectively; and (9) justifying plans.

This seminar, originally accessible only to doctoral students, is now also open to master's students who have specific goals for which this skill would be useful. No prerequisites. Permission of the instructor is not required. During Orientation and shopping days, the instructor welcomes inquiries to discuss appropriateness of the course for the student's learning goals.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	ethics
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research proposal
HGSE: Pedagogy	reflective writing

HGSE: Content	research methods
HGSE: Competencies	develop research questions
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze arguments

Education A101 Section: 01

Native Americans in the 21st Century: Nation-Building I (180055)

Joseph Kalt

2017 Spring (2 Credits)

Schedule:

TWRF 1000 AM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This module examines issues Native American tribes and nations face in the 21st century, including political sovereignty, economic development, constitutional reform, cultural promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the breadth of issues that leaders and decision makers must confront. Research finds that effective nation-building must be compatible with individual societies' cultures. Yet, American Indian societies are culturally heterogeneous; hence, there is not one size that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront native societies. Scholars and leaders from the Harvard University Native America Program and from across Indian Country will provide selected presentations. Grades will be based on issues briefs (20 percent) and a take-home final exam (80 percent).

Non-HGSE students (graduate and undergraduate) from all schools and departments in the university are welcome. Jointly offered at the Harvard Kennedy School (HKS) as PED-501M.

Class Notes:

Course meets January 12-15, 2017.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Content	governance
HGSE: Competencies	analyze arguments
HGSE: Competencies	analyze qualitative data
HGSE: Content	civil rights
HGSE: Content	decision-making
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	linguistic diversity
HGSE: Pedagogy	socratic discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	economic development
HGSE: Content	health
HGSE: Content	policy
HGSE: Content	leadership
HGSE: Pedagogy	case-method learning
HGSE: Content	history
HGSE: Content	identity
HGSE: Content	global/international context
HGSE: Content	research ethics
HGSE: Content	law
HGSE: Content	culture
HGSE: Content	economics
HGSE: Competencies	collect qualitative data
HGSE: Content	politics
HGSE: Content	social contexts

HGSE: Content	qualitative research
HGSE: Content	community
HGSE: Content	civic engagement
HGSE: Content	race/ethnicity
HGSE: Content	action research
HGSE: Content	organizations
HGSE: Content	diversity equity inclusion
HGSE: Content	entrepreneurship

Education A102 Section: 01

Native Americans in the 21st Century: Nation-Building II (180056)

Dennis Norman

2017 Spring (4 Credits)

Schedule:

T 0200 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This field-based research course focuses on some of the major issues Native American Indian tribes and nations face as the 21st century begins. It provides in-depth, hands-on exposure to Native development issues, including sovereignty, economic development, constitutional reform, leadership, health and social welfare, land and water rights, culture and language, religious freedom, and education. In particular, the course emphasizes problem definition, client relationships, and designing and completing a research project. The course is devoted primarily to the preparation and presentation of a comprehensive research paper based on a field investigation. In addition to interdisciplinary faculty presentations on topics such as field research methods and problem definition, students will make presentations on their work in progress and findings.

Permission of instructor required. Enrollment is limited to 24. Recommended prerequisite: A-101. Email the instructor for permission to enroll. See course website for additional instructions. Jointly offered at the Harvard Kennedy School (HKS) as PED-502.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A108 Section: 01

Strategies and Policies for Narrowing Racial Achievement Gaps (180062)

Ronald Ferguson

2017 Spring (4 Credits)

Schedule:

TR 1145 AM - 1259 PM

Instructor Permissions: None

Enrollment Cap:

25

This course develops a "big picture" understanding of how policymakers, philanthropists, and civic entities can work in concert with schools, families, and out-of-school-time organizations in pursuit of excellence with equity for children and youth. As the title suggests, the course is concerned with strategies and policies for narrowing racial achievement gaps. But narrowing gaps is not enough. Excellence matters too. Therefore, the focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds, with "group-proportional equality" (race fades as a predictor) and widespread excellence. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; promote a civic ethos of collective responsibility for excellence with equity goals; design more effective policies and practices to improve the quality of teaching; provide consistently high-quality out-of-school-time learning opportunities; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most

positive values; mobilize the business community to support youth, including integrated work and learning; and help build and promote a national social and political movement for excellence with equity. The course concerns theories, evidence, designs, methods, and mechanisms associated with these major prescriptions for raising achievement and closing gaps.

Students who have taken H-204 should not take this course. Jointly offered at the Harvard Kennedy School (HKS) as SUP-470.

Class Notes: Class will meet at the Harvard Kennedy School, 1 Brattle Square, 401.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teachers
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	write a policy memo
HGSE: Content	identity
HGSE: Content	race/ethnicity
HGSE: Competencies	analyze qualitative data
HGSE: Content	out-of-school time
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	socratic discussion
HGSE: Content	social justice
HGSE: Competencies	develop a theory of action
HGSE: Content	civic engagement
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	child development
HGSE: Content	student achievement
HGSE: Content	motivation
HGSE: Competencies	engage in difficult conversations
HGSE: Content	culture
HGSE: Content	families
HGSE: Pedagogy	lecture
HGSE: Pedagogy	research project
HGSE: Pedagogy	reflective writing
HGSE: Content	risk prevention/intervention
HGSE: Content	history
HGSE: Competencies	think strategically
HGSE: Content	community
HGSE: Content	social development
HGSE: Content	parenting
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	analyze arguments
HGSE: Content	adolescent development
HGSE: Content	leadership
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	design thinking

Education A110A Section: 01

Con Ganas y Educación: Latina/os' Educational Experiences in the United States (203573)

Stephany Cuevas

2017 Spring (2 Credits)

Schedule:

T 1000 AM - 1259 PM

Instructor Permissions: None

Enrollment Cap:

n/a

(New course.) This course examines the educational experiences of Latina/os in the United States. Latina/os are the nation's largest and fastest growing minority group, made up of diverse peoples from Latin America and the Caribbean, former Latin American territories incorporated into the United States, and their successive generations. In many urban school districts across the country, Latina/os already make up the majority of the school enrollment, and their numbers are growing in many rural districts as well. This course will examine the socio-historical, cultural, and political contexts that shape the K-16 educational experience of Latina/os in the U.S., paying particular attention to issues of cultural identity and representation as they affect the education of Latina/os. This course is rooted in a social justice lens, holding at its core that the intersection of racism, patriarchy, and other systems of oppression that interact to shape students' experiences. Latina/o communities have a long history of protest, organizing, and activism around education, and their organizing efforts have met with fierce opposition from mainstream policymakers and citizens. We will be examining these organizing efforts, as well as other less "visible" forms of resistance to assimilationist educational policies.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A110C Section: 01

Educational Inequality in the Era of Mass Incarceration (203576)

Abena Mackall

2016 Fall (2 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

(New course.) What is the impact on children's educational experiences when they have had a parent incarcerated? Why is it that only 25 percent of youth successfully re-enroll in school after contact with the juvenile or criminal justice system? A growing line of sociological and social policy scholarship has argued that the era of mass incarceration--marked by longer and harsher penalties for crimes, militarized police forces, and pervasive racial disparities--has impacted sectors beyond the criminal justice system. This seminar will explore how mass incarceration-related policies and practices, create, maintain, and exacerbate educational inequality between individuals who are in contact with the juvenile or criminal justice systems, and those who are not. This six-week module is designed to equip students with empirical and theoretical understandings of how policies and practices related to mass incarceration impact educational inequality, increase students' knowledge of existing practitioner and policy efforts to reduce educational inequality within the context of mass incarceration, and develop students' capacities to translate these issues to diverse audiences. Weekly course readings will span various disciplines and represent a combination of empirical and theoretical, policy and practice, and news and opinion perspectives. Students are expected to actively contribute to course discussions, write two analytic reading responses, and complete a final project on a topic of their choice related to educational inequality arising out of mass incarceration-related policies and practices.

Permission of instructor required. Enrollment is limited to 25. Enrollment procedure will be posed on the course website.

Class Notes:

Class meets September 1, 8, 15, 22, 29, and October 6.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	critical theory

HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social contexts
HGSE: Content	social media
HGSE: Competencies	engage in difficult conversations
HGSE: Content	policy
HGSE: Content	media
HGSE: Pedagogy	small-group discussion
HGSE: Content	child development
HGSE: Competencies	interpret laws
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	debate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Competencies	analyze arguments
HGSE: Content	adolescent development
HGSE: Content	race/ethnicity

Education A110C Section: S01

Educational Inequality in the Era of Mass Incarceration (203576)

Abena Mackall

2016 Fall (2 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) What is the impact on children's educational experiences when they have had a parent incarcerated? Why is it that only 25 percent of youth successfully re-enroll in school after contact with the juvenile or criminal justice system? A growing line of sociological and social policy scholarship has argued that the era of mass incarceration--marked by longer and harsher penalties for crimes, militarized police forces, and pervasive racial disparities--has impacted sectors beyond the criminal justice system. This seminar will explore how mass incarceration-related policies and practices, create, maintain, and exacerbate educational inequality between individuals who are in contact with the juvenile or criminal justice systems, and those who are not. This six-week module is designed to equip students with empirical and theoretical understandings of how policies and practices related to mass incarceration impact educational inequality, increase students' knowledge of existing practitioner and policy efforts to reduce educational inequality within the context of mass incarceration, and develop students' capacities to translate these issues to diverse audiences. Weekly course readings will span various disciplines and represent a combination of empirical and theoretical, policy and practice, and news and opinion perspectives. Students are expected to actively contribute to course discussions, write two analytic reading responses, and complete a final project on a topic of their choice related to educational inequality arising out of mass incarceration-related policies and practices.

Permission of instructor required. Enrollment is limited to 25. Enrollment procedure will be posed on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	interpret laws
HGSE: Competencies	engage in difficult conversations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	critical theory
HGSE: Content	child development
HGSE: Pedagogy	small-group discussion
HGSE: Content	social justice

HGSE: Content	race/ethnicity
HGSE: Competencies	analyze arguments
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Content	risk prevention/intervention
HGSE: Content	social media
HGSE: Competencies	debate
HGSE: Content	media
HGSE: Pedagogy	socratic discussion
HGSE: Content	policy
HGSE: Pedagogy	lecture

Education A110C Section: S02

Educational Inequality in the Era of Mass Incarceration (203576)

Abena Mackall

2016 Fall (2 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) What is the impact on children's educational experiences when they have had a parent incarcerated? Why is it that only 25 percent of youth successfully re-enroll in school after contact with the juvenile or criminal justice system? A growing line of sociological and social policy scholarship has argued that the era of mass incarceration--marked by longer and harsher penalties for crimes, militarized police forces, and pervasive racial disparities--has impacted sectors beyond the criminal justice system. This seminar will explore how mass incarceration-related policies and practices, create, maintain, and exacerbate educational inequality between individuals who are in contact with the juvenile or criminal justice systems, and those who are not. This six-week module is designed to equip students with empirical and theoretical understandings of how policies and practices related to mass incarceration impact educational inequality, increase students' knowledge of existing practitioner and policy efforts to reduce educational inequality within the context of mass incarceration, and develop students' capacities to translate these issues to diverse audiences. Weekly course readings will span various disciplines and represent a combination of empirical and theoretical, policy and practice, and news and opinion perspectives. Students are expected to actively contribute to course discussions, write two analytic reading responses, and complete a final project on a topic of their choice related to educational inequality arising out of mass incarceration-related policies and practices.

Permission of instructor required. Enrollment is limited to 25. Enrollment procedure will be posed on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	critical theory
HGSE: Content	race/ethnicity
HGSE: Content	adolescent development
HGSE: Content	social media
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	interpret laws
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	analyze arguments
HGSE: Content	social contexts
HGSE: Content	child development
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social justice
HGSE: Content	risk prevention/intervention
HGSE: Competencies	debate

HGSE: Content	media
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Content	policy

Education A111C Section: 01

Politics and Education Change: A Case Study (180068)

Christopher Gabrieli

2017 Spring (2 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: None

Enrollment Cap:

30

What does it take to achieve policy change in public education? In this module, we will study how and why education policy shifts (or doesn't) through case studies at the federal, state, and district level. For example, when President Obama says to students, "The longer you are [in school], the smarter you get"--where did that idea come from and how did it make it into federal policy? We will explore and test a classic political science framework (John Kingdon's) for how policy agendas are set. Each week, we will focus on a specific case study ranging from the Race to the Top effort of the Obama/Duncan administration, the Clintons' teacher quality effort when Bill Clinton was governor of Arkansas, Governor Cuomo's New York state education commission, the creation and use of charter laws, and the decision of a single district in Massachusetts to deploy expanded learning time in their schools. We will look at how individuals and institutions have worked to drive change. We will draw on the instructor's own experience in seeking policy change and hear from weekly guests who are current leading advocates, participants and critics to study the process and practice of policy change in American education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Competencies	write a case study
HGSE: Pedagogy	case-method learning
HGSE: Competencies	think strategically
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	lecture
HGSE: Content	politics
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	policy
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)

Education A111G Section: 01

Debating Education Policy (180070)

Frederick Hess

2017 Spring (2 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

25

In the course of six three-hour classes, this workshop will aim to provide a survey of key policy debates and how those issues are contested. The course will explore democratic governance, education policymaking, the impact of research on policy, the role of advocacy and constituent politics, and how policy does or doesn't shape education practice. Students will read a sampling of normative and empirical accounts while addressing specific programs and policy proposals such as the No Child Left Behind Act, the Common Core, value-added teacher evaluation, statewide voucher programs, charter schooling, the Race to the Top, and parent trigger laws. The course is

intended to be interactive, with students talking to guests involved in the policy fights, role-playing key disputes, reading and critiquing real-time examples of policy argument, and penning strategies for addressing the political dimension of the policy debate.

Permission of instructor required. Enrollment is limited to 25. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	write a policy memo
HGSE: Content	politics
HGSE: Content	civic engagement
HGSE: Content	policy
HGSE: Competencies	write a research/analytic paper

Education A111P Section: 01

Public Narrative: Self, Us, Now (180073)

Marshall Ganz

2016 Fall (2 Credits)

Schedule:

TR 0245 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

Questions of what I am called to do, what is my community called to do, and what we are called to do now are at least as old as the three questions posed by the first century Jerusalem sage, Rabbi Hillel: "If I am not for myself, who will be for me? When I am for myself alone, what am I? If not now, when?" This course offers students an opportunity to develop their leadership capacity by asking themselves these questions at a time in their lives when it matters. . . and learning how to ask them of others. To lead is to accept responsibility for enabling others to achieve shared purpose in the face of uncertainty. Narrative is a discursive process through which individuals, communities and nations learn to make choices, construct identity, and enable action. Public narrative is a leadership practice of translating values into the emotional resources to respond to challenges with agency rather than reacting to them with fear - a way to mobilize hope over fear, empathy over alienation, and self-worth over self-doubt. Public narrative is a craft of telling a story of self, story of us, and story of now –linking our own "calling" to that of our community to a call to action. Because it engages the "head" and the "heart" narrative can instruct and inspire - teaching us not only why we should act, but moving us to act. Based on a pedagogy of reflective practice, this course offers students an opportunity to work in groups to learn to tell their own public narrative.

Permission of instructor required. Enrollment is limited to 35. Registration for this course has two required steps: 1.) Complete this Student Commitment Form (no later than September 2nd): <http://bit.ly/2aEGS4L>, and 2.) Follow the regular steps for class registration at my.harvard. For any questions please email helimishael@gmail.com. Jointly offered at the Harvard Kennedy School (HKS) as MLD-355M.

Class Notes:

Class meets September 1, 6, 8, 13, 15, 20, 22, 27, 29, October 4, 6, 11, 13, and 14 at the Harvard Kennedy School, Belfer 200, Starr Auditorium. Final exams will be videotaped on October 11 and 13, and the last lecture will be held on Friday, October 14, 2:45 - 4:00 p.m. It will be videotaped for students who cannot attend.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Competencies	make a presentation
HGSE: Content	causal reasoning

HGSE: Content	families
HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	design thinking
HGSE: Content	values
HGSE: Content	learning and teaching
HGSE: Competencies	develop a theory of action
HGSE: Competencies	engage families
HGSE: Content	group dynamics
HGSE: Content	civic engagement
HGSE: Content	adult development
HGSE: Content	arts
HGSE: Content	coaching
HGSE: Content	motivation
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social justice
HGSE: Content	teaching for understanding
HGSE: Content	immigration
HGSE: Competencies	deliver instruction
HGSE: Competencies	make a speech
HGSE: Content	pedagogy
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Content	teacher preparation
HGSE: Content	psychology
HGSE: Content	organizations
HGSE: Content	nonprofits
HGSE: Content	civil rights
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	history
HGSE: Content	identity
HGSE: Content	ethics
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Content	advocacy
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	build partnership
HGSE: Content	counseling
HGSE: Content	community
HGSE: Content	leadership
HGSE: Content	race/ethnicity
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing

Education A111P Section: S01

Public Narrative: Self, Us, Now (180073)

Marshall Ganz

2016 Fall (2 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Questions of what I am called to do, what is my community called to do, and what we are called to do now are at

least as old as the three questions posed by the first century Jerusalem sage, Rabbi Hillel: "If I am not for myself, who will be for me? When I am for myself alone, what am I? If not now, when?" This course offers students an opportunity to develop their leadership capacity by asking themselves these questions at a time in their lives when it matters. . . and learning how to ask them of others. To lead is to accept responsibility for enabling others to achieve shared purpose in the face of uncertainty. Narrative is a discursive process through which individuals, communities and nations learn to make choices, construct identity, and enable action. Public narrative is a leadership practice of translating values into the emotional resources to respond to challenges with agency rather than reacting to them with fear - a way to mobilize hope over fear, empathy over alienation, and self-worth over self-doubt. Public narrative is a craft of telling a story of self, story of us, and story of now –linking our own "calling" to that of our community to a call to action. Because it engages the "head" and the "heart" narrative can instruct and inspire - teaching us not only why we should act, but moving us to act. Based on a pedagogy of reflective practice, this course offers students an opportunity to work in groups to learn to tell their own public narrative.

Permission of instructor required. Enrollment is limited to 35. Registration for this course has two required steps: 1.) Complete this Student Commitment Form (no later than September 2nd): <http://bit.ly/2aEGS4L>, and 2.) Follow the regular steps for class registration at my.harvard. For any questions please email helimishael@gmail.com. Jointly offered at the Harvard Kennedy School (HKS) as MLD-355M.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Content	organizations
HGSE: Content	community
HGSE: Competencies	engage in difficult conversations
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Content	immigration
HGSE: Competencies	practice equity and inclusion
HGSE: Content	leadership
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	pedagogy
HGSE: Content	causal reasoning
HGSE: Content	values
HGSE: Competencies	facilitate group process
HGSE: Content	arts
HGSE: Content	psychology
HGSE: Content	civil rights
HGSE: Pedagogy	design thinking
HGSE: Content	relationships
HGSE: Competencies	engage families
HGSE: Content	families
HGSE: Content	race/ethnicity
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	advocacy
HGSE: Content	nonprofits
HGSE: Competencies	deliver instruction
HGSE: Competencies	make a speech
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	social justice
HGSE: Content	teaching for understanding
HGSE: Content	coaching
HGSE: Content	learning and teaching
HGSE: Content	counseling
HGSE: Content	motivation

HGSE: Content	group dynamics
HGSE: Content	civic engagement
HGSE: Content	history
HGSE: Content	ethics
HGSE: Pedagogy	discussion sections
HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Competencies	develop a theory of action
HGSE: Content	adult development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning

Education A111P Section: S02

Public Narrative: Self, Us, Now (180073)

Marshall Ganz

2016 Fall (2 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Questions of what I am called to do, what is my community called to do, and what we are called to do now are at least as old as the three questions posed by the first century Jerusalem sage, Rabbi Hillel: "If I am not for myself, who will be for me? When I am for myself alone, what am I? If not now, when?" This course offers students an opportunity to develop their leadership capacity by asking themselves these questions at a time in their lives when it matters. . . and learning how to ask them of others. To lead is to accept responsibility for enabling others to achieve shared purpose in the face of uncertainty. Narrative is a discursive process through which individuals, communities and nations learn to make choices, construct identity, and enable action. Public narrative is a leadership practice of translating values into the emotional resources to respond to challenges with agency rather than reacting to them with fear - a way to mobilize hope over fear, empathy over alienation, and self-worth over self-doubt. Public narrative is a craft of telling a story of self, story of us, and story of now –linking our own "calling" to that of our community to a call to action. Because it engages the "head" and the "heart" narrative can instruct and inspire - teaching us not only why we should act, but moving us to act. Based on a pedagogy of reflective practice, this course offers students an opportunity to work in groups to learn to tell their own public narrative.

Permission of instructor required. Enrollment is limited to 35. Registration for this course has two required steps: 1.) Complete this Student Commitment Form (no later than September 2nd): <http://bit.ly/2aEGS4L>, and 2.) Follow the regular steps for class registration at my.harvard. For any questions please email helimishael@gmail.com. Jointly offered at the Harvard Kennedy School (HKS) as MLD-355M.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Content	advocacy
HGSE: Content	coaching
HGSE: Competencies	make a speech
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage families
HGSE: Pedagogy	design thinking
HGSE: Content	nonprofits
HGSE: Competencies	develop a theory of action
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning
HGSE: Content	motivation
HGSE: Competencies	engage in difficult conversations

HGSE: Pedagogy	reflective writing
HGSE: Content	teaching for understanding
HGSE: Content	learning and teaching
HGSE: Content	immigration
HGSE: Content	civil rights
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Content	ethics
HGSE: Pedagogy	discussion sections
HGSE: Content	values
HGSE: Competencies	build partnership
HGSE: Competencies	facilitate group process
HGSE: Content	relationships
HGSE: Content	community
HGSE: Content	group dynamics
HGSE: Content	identity
HGSE: Content	families
HGSE: Pedagogy	team-based learning
HGSE: Content	social justice
HGSE: Content	counseling
HGSE: Competencies	deliver instruction
HGSE: Content	pedagogy
HGSE: Content	leadership
HGSE: Content	race/ethnicity
HGSE: Content	arts
HGSE: Content	psychology
HGSE: Content	civic engagement
HGSE: Content	history
HGSE: Content	causal reasoning
HGSE: Content	adult development
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	organizations
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion

Education A111Q Section: 01

Public Narrative: Loss, Difference, Power, and Change (180074)

Marshall Ganz

2016 Fall (2 Credits)

Schedule:

TR 0245 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

This module builds on its prerequisite A-111P, "Public Narrative: Self, Us, Now." In this module we focus on how to use public narrative to enable ourselves and others to exercise leadership in response to four kinds of critical challenge: loss, domination, difference, and change. We draw on our experience of dealing with these challenges in our families, work lives or communities to learn how to address them in public life. We can respond to domination, for example, with a narrative of resistance or of compliance; to difference with a narrative of inclusion or exclusion; to loss with a narrative of redemption or contamination; and to change with rejection, conservation, reform or revolution. The question is how we can use public narrative to respond - and enable others to respond - with "agency" by accessing hope over fear, empathy over alienation, and self-worth over self-doubt.

Permission of instructor required. Enrollment is limited to 30. Prerequisite: A-111P. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as MLD-356M.

Class Notes:

Class meets October 18, 20, 25, 27, November 1, 3, 8, 10, 15, 17, 22, 29,

and December 1 at the Harvard Kennedy School, Belfer 200, Starr Auditorium.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	build partnership
HGSE: Content	nonprofits
HGSE: Content	immigration
HGSE: Content	counseling
HGSE: Content	diversity equity inclusion
HGSE: Content	teaching for understanding
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	pedagogy
HGSE: Content	ethics
HGSE: Content	leadership
HGSE: Content	race/ethnicity
HGSE: Pedagogy	small-group discussion
HGSE: Content	social justice
HGSE: Content	arts
HGSE: Content	learning and teaching
HGSE: Content	motivation
HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning
HGSE: Content	teacher preparation
HGSE: Content	organizations
HGSE: Content	community
HGSE: Competencies	make a speech
HGSE: Competencies	engage families
HGSE: Pedagogy	reflective writing
HGSE: Content	civic engagement
HGSE: Content	history
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	values
HGSE: Content	advocacy
HGSE: Content	coaching
HGSE: Content	relationships
HGSE: Competencies	make a presentation
HGSE: Content	families
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	design thinking
HGSE: Content	psychology
HGSE: Competencies	deliver instruction
HGSE: Competencies	develop a theory of action
HGSE: Competencies	engage in difficult conversations
HGSE: Content	group dynamics
HGSE: Content	identity
HGSE: Content	causal reasoning
HGSE: Content	adult development
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Content	civil rights
HGSE: Competencies	practice equity and inclusion

Education A111Q Section: S01

Public Narrative: Loss, Difference, Power, and Change (180074)

Marshall Ganz

2016 Fall (2 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This module builds on its prerequisite A-111P, "Public Narrative: Self, Us, Now." In this module we focus on how to use public narrative to enable ourselves and others to exercise leadership in response to four kinds of critical challenge: loss, domination, difference, and change. We draw on our experience of dealing with these challenges in our families, work lives or communities to learn how to address them in public life. We can respond to domination, for example, with a narrative of resistance or of compliance; to difference with a narrative of inclusion or exclusion; to loss with a narrative of redemption or contamination; and to change with rejection, conservation, reform or revolution. The question is how we can use public narrative to respond - and enable others to respond - with "agency" by accessing hope over fear, empathy over alienation, and self-worth over self-doubt.

Permission of instructor required. Enrollment is limited to 30. Prerequisite: A-111P. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as MLD-356M.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	social justice
HGSE: Competencies	facilitate group process
HGSE: Content	arts
HGSE: Content	advocacy
HGSE: Content	relationships
HGSE: Content	nonprofits
HGSE: Content	immigration
HGSE: Content	civil rights
HGSE: Content	pedagogy
HGSE: Content	race/ethnicity
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	design thinking
HGSE: Competencies	engage in difficult conversations
HGSE: Content	civic engagement
HGSE: Pedagogy	reflective writing
HGSE: Content	motivation
HGSE: Competencies	deliver instruction
HGSE: Competencies	make a speech
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Content	psychology
HGSE: Content	counseling
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	engage families
HGSE: Content	values
HGSE: Content	coaching
HGSE: Competencies	make a presentation
HGSE: Content	history
HGSE: Pedagogy	experiential learning
HGSE: Content	teaching for understanding
HGSE: Competencies	think strategically
HGSE: Content	organizations

HGSE: Content	learning and teaching
HGSE: Content	causal reasoning
HGSE: Content	leadership
HGSE: Content	teacher preparation
HGSE: Competencies	build partnership
HGSE: Competencies	collaborate
HGSE: Content	adult development
HGSE: Content	families
HGSE: Content	community
HGSE: Content	group dynamics
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Content	ethics
HGSE: Pedagogy	lecture

Education A111Q Section: S02

Public Narrative: Loss, Difference, Power, and Change (180074)

Marshall Ganz

2016 Fall (2 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This module builds on its prerequisite A-111P, "Public Narrative: Self, Us, Now." In this module we focus on how to use public narrative to enable ourselves and others to exercise leadership in response to four kinds of critical challenge: loss, domination, difference, and change. We draw on our experience of dealing with these challenges in our families, work lives or communities to learn how to address them in public life. We can respond to domination, for example, with a narrative of resistance or of compliance; to difference with a narrative of inclusion or exclusion; to loss with a narrative of redemption or contamination; and to change with rejection, conservation, reform or revolution. The question is how we can use public narrative to respond - and enable others to respond - with "agency" by accessing hope over fear, empathy over alienation, and self-worth over self-doubt.

Permission of instructor required. Enrollment is limited to 30. Prerequisite: A-111P. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as MLD-356M.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	immigration
HGSE: Content	counseling
HGSE: Content	identity
HGSE: Competencies	build partnership
HGSE: Content	advocacy
HGSE: Content	psychology
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	history
HGSE: Content	race/ethnicity
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	teacher preparation
HGSE: Content	arts
HGSE: Content	relationships
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage families
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	nonprofits
HGSE: Competencies	deliver instruction

HGSE: Competencies	make a speech
HGSE: Content	diversity equity inclusion
HGSE: Content	adult development
HGSE: Pedagogy	experiential learning
HGSE: Competencies	facilitate group process
HGSE: Competencies	collaborate
HGSE: Content	ethics
HGSE: Content	social justice
HGSE: Content	values
HGSE: Content	teaching for understanding
HGSE: Competencies	think strategically
HGSE: Content	civil rights
HGSE: Content	motivation
HGSE: Competencies	engage in difficult conversations
HGSE: Content	civic engagement
HGSE: Content	pedagogy
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	design thinking
HGSE: Content	coaching
HGSE: Content	learning and teaching
HGSE: Content	community
HGSE: Competencies	make a presentation
HGSE: Competencies	develop a theory of action
HGSE: Content	leadership
HGSE: Content	organizations
HGSE: Content	group dynamics
HGSE: Content	causal reasoning
HGSE: Content	families
HGSE: Pedagogy	discussion sections

Education A111R Section: 01

Elements of Effective Family-School Partnerships (180075)

Karen Mapp

2017 Spring (2 Credits)

Schedule:

MWF 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The purpose of this module is to provide an overview of the systems, structures, and organizational culture needed to create and sustain systemic family--school partnerships that support student learning and school improvement. The module will cover four areas: (1) the link between family engagement and student achievement--students will review the most up-to-date information on the ways that family engagement relates to improvements in student outcomes and school improvement; (2) the characteristics of, and criteria for, family engagement initiatives that are effective, sustainable, and linked to improved educational outcomes; (3) how to cultivate partnerships with diverse families--students will explore research-informed strategies to form trusting, respectful, and sustainable family-school partnerships that support student learning and success; and (4) how to measure and evaluate family-school partnership initiatives. Classes will include lectures, case studies, and guest presentations.

Students who have taken or will take A-122 should not take this module.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage families
HGSE: Content	diversity equity inclusion
HGSE: Content	race/ethnicity
HGSE: Pedagogy	team-based learning

HGSE: Content	social justice
HGSE: Competencies	build partnership
HGSE: Content	civic engagement
HGSE: Content	families
HGSE: Pedagogy	case-method learning
HGSE: Content	student achievement
HGSE: Pedagogy	reflective writing
HGSE: Content	partnerships
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper

Education A112 Section: 01

Critical Issues in Special Education Policy and Practice (180078)

Laura Schifter

2016 Fall (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

More than 6 million students in public schools (approximately 13 percent) are identified with disabilities and are eligible for special education services under the Individuals with Disabilities Education Act (IDEA). Funded at over \$11 billion annually, IDEA is the second largest federal program in K-12 schools. The goal of this course is to give students a comprehensive understanding of education policy related to students with disabilities. To do this, we will examine policies in IDEA and the Elementary and Secondary Education Act. In particular, we will explore (1) how students are identified for special education; (2) how students with disabilities are educated in school, and (3) how students with disabilities are included within accountability systems. We will learn about policy and implementation problems including over-representation of minority students in special education, access to charter schools, and appropriate assessment of students with disabilities. We will also explore potential solutions including response to intervention and universal design for learning. The course will draw connections among these issues to promote a comprehensive understanding of education policy pertaining to students with disabilities and its implementation. Students will read relevant statutes, regulations, research and commentary; write reflection posts and policy memos; and actively engage in course activities and assignments.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	advocacy
HGSE: Competencies	write a policy memo
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	policy
HGSE: Content	law
HGSE: Content	assessment
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Content	disability/ableism
HGSE: Competencies	interpret laws
HGSE: Content	diversity equity inclusion
HGSE: Content	learning differences
HGSE: Content	universal design for learning
HGSE: Content	social justice
HGSE: Competencies	think strategically

HGSE: Content	accountability
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning

Education A112 Section: S01

Critical Issues in Special Education Policy and Practice (180078)

Laura Schifter

2016 Fall (4 Credits)

Schedule:

R 0130 PM - 0210 PM

Instructor Permissions: None

Enrollment Cap:

0

More than 6 million students in public schools (approximately 13 percent) are identified with disabilities and are eligible for special education services under the Individuals with Disabilities Education Act (IDEA). Funded at over \$11 billion annually, IDEA is the second largest federal program in K-12 schools. The goal of this course is to give students a comprehensive understanding of education policy related to students with disabilities. To do this, we will examine policies in IDEA and the Elementary and Secondary Education Act. In particular, we will explore (1) how students are identified for special education; (2) how students with disabilities are educated in school, and (3) how students with disabilities are included within accountability systems. We will learn about policy and implementation problems including over-representation of minority students in special education, access to charter schools, and appropriate assessment of students with disabilities. We will also explore potential solutions including response to intervention and universal design for learning. The course will draw connections among these issues to promote a comprehensive understanding of education policy pertaining to students with disabilities and its implementation. Students will read relevant statutes, regulations, research and commentary; write reflection posts and policy memos; and actively engage in course activities and assignments.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	lecture
HGSE: Competencies	make a presentation
HGSE: Content	advocacy
HGSE: Content	law
HGSE: Content	accountability
HGSE: Content	disability/ableism
HGSE: Content	universal design for learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	interpret laws
HGSE: Content	learning differences
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
HGSE: Content	social justice
HGSE: Competencies	think strategically
HGSE: Competencies	write a policy memo
HGSE: Content	policy
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	assessment
HGSE: Competencies	develop a theory of action

Education A112 Section: S02

Critical Issues in Special Education Policy and Practice (180078)

Laura Schifter

2016 Fall (4 Credits)

Schedule:

R 0215 PM - 0255 PM

Instructor Permissions: None**Enrollment Cap:**

0

More than 6 million students in public schools (approximately 13 percent) are identified with disabilities and are eligible for special education services under the Individuals with Disabilities Education Act (IDEA). Funded at over \$11 billion annually, IDEA is the second largest federal program in K-12 schools. The goal of this course is to give students a comprehensive understanding of education policy related to students with disabilities. To do this, we will examine policies in IDEA and the Elementary and Secondary Education Act. In particular, we will explore (1) how students are identified for special education; (2) how students with disabilities are educated in school, and (3) how students with disabilities are included within accountability systems. We will learn about policy and implementation problems including over-representation of minority students in special education, access to charter schools, and appropriate assessment of students with disabilities. We will also explore potential solutions including response to intervention and universal design for learning. The course will draw connections among these issues to promote a comprehensive understanding of education policy pertaining to students with disabilities and its implementation. Students will read relevant statutes, regulations, research and commentary; write reflection posts and policy memos; and actively engage in course activities and assignments.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Competencies	interpret laws
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	diversity equity inclusion
HGSE: Content	social justice
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	assessment
HGSE: Content	accountability
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	think strategically
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	law
HGSE: Competencies	write a policy memo
HGSE: Content	learning differences
HGSE: Content	universal design for learning
HGSE: Content	policy
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	lecture
HGSE: Content	disability/ableism
HGSE: Pedagogy	team-based learning

Education A117 Section: 01

Implementing Inclusive Education (180083)

Thomas Hehir

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0459 PM

Instructor Permissions: None

Enrollment Cap:

45

Students with disabilities increasingly are being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) and the more recent reauthorization in 2004 require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and districtwide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education. Specifically, the course will explore (1) the historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education including response to intervention and universal design for learning; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.

Strongly recommended for Teacher Education Program students who wish to obtain special education licensure.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A117 Section: 01

Implementing Inclusive Education (180083)

Thomas Hehir

2017 Spring (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

45

Students with disabilities increasingly are being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) and the more recent reauthorization in 2004 require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and districtwide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education. Specifically, the course will explore (1) the historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education including response to intervention and universal design for learning; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.

Strongly recommended for Teacher Education Program students who wish to obtain special education licensure.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A117 Section: S01

Implementing Inclusive Education (180083)

Thomas Hehir

2016 Fall (4 Credits)

Schedule:

R 1200 PM - 1240 PM

Instructor Permissions: None**Enrollment Cap:**

0

Students with disabilities increasingly are being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) and the more recent reauthorization in 2004 require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and districtwide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education. Specifically, the course will explore (1) the historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education including response to intervention and universal design for learning; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.

Strongly recommended for Teacher Education Program students who wish to obtain special education licensure.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A117 Section: S02

Implementing Inclusive Education (180083)

Thomas Hehir

2016 Fall (4 Credits)

Schedule:

R 1245 PM - 0125 PM

Instructor Permissions: None**Enrollment Cap:**

0

Students with disabilities increasingly are being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) and the more recent reauthorization in 2004 require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and districtwide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and

insights needed to implement successful inclusive education. Specifically, the course will explore (1) the historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education including response to intervention and universal design for learning; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.

Strongly recommended for Teacher Education Program students who wish to obtain special education licensure.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A122 Section: 01

The Why, What, and How of School, Family, and Community Partnerships (180090)

Karen Mapp

2017 Spring (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

50

This course examines the role of school, family, and community partnerships as a component of whole-school educational reform. Why is partnership now considered an important element of whole-school reform? What is the definition of partnership? How are effective partnerships among school staff, parents, and community members developed and sustained? As a learning community, we will interrogate our own beliefs about the role of families and community members in school reform, analyze the research on the impact of home-school and community-school partnerships on student learning, and explore the various theoretical frameworks about these partnerships. We will also investigate "promising practice" strategies being implemented by schools and districts to cultivate and sustain school, family, and community connections that support children's learning. Through case studies, lectures, readings, guest panel presentations, site visits, and class discussions we will probe the benefits and challenges of these partnerships.

Permission of instructor required. Enrollment is limited to 50. Students who have taken or plan to take A-111R should not take this course. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	families
HGSE: Competencies	write a literature review
HGSE: Content	community
HGSE: Competencies	practice equity and inclusion
HGSE: Content	diversity equity inclusion
HGSE: Content	policy
HGSE: Pedagogy	reflective writing
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	social justice
HGSE: Content	learning and teaching
HGSE: Competencies	make a presentation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)

HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	socratic discussion

Education A123 Section: 01

Teacher and Teaching Quality (180091)

Heather Hill

2016 Fall (4 Credits)

Schedule:

R 0830 AM - 1129 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This course examines and compares the literatures on teacher and teaching quality. Although both fields have as their goal improving student learning, their definitions of quality vary, and thus their respective proposals for improvement appear markedly different. Initiatives focused on improving teacher quality have included increasing teacher education and certification requirements, incentivizing entry and commitment to the profession, and terminating teachers who contribute little to gains in student achievement. Initiatives focused on improving teaching quality include professional development, coaching, improved curriculum materials, and removing individuals with little evidence of teaching effectiveness. This course will examine the evidentiary base that leads to these proposals, critically analyze those proposals, and review evidence regarding the efficacy of already-enacted proposals. Class activities include lectures, discussions, policy analyses, and student-led presentations on current teacher-related policy initiatives. Students will complete a short paper, a group presentation, and a final paper.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	evaluation
HGSE: Content	teachers
HGSE: Pedagogy	lecture
HGSE: Competencies	write a policy memo
HGSE: Content	learning and teaching
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation
HGSE: Competencies	analyze arguments
HGSE: Content	policy
HGSE: Pedagogy	simulation/role play

Education A123 Section: S01

Teacher and Teaching Quality (180091)

Heather Hill

2016 Fall (4 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap:

0

This course examines and compares the literatures on teacher and teaching quality. Although both fields have as their goal improving student learning, their definitions of quality vary, and thus their respective proposals for improvement appear markedly different. Initiatives focused on improving teacher quality have included increasing teacher education and certification requirements, incentivizing entry and commitment to the profession, and terminating teachers who contribute little to gains in student achievement. Initiatives focused on improving teaching quality include professional development, coaching, improved curriculum materials, and removing individuals with little evidence of teaching effectiveness. This course will examine the evidentiary base that leads to these proposals, critically analyze those proposals, and review evidence regarding the efficacy of already-enacted

proposals. Class activities include lectures, discussions, policy analyses, and student-led presentations on current teacher-related policy initiatives. Students will complete a short paper, a group presentation, and a final paper.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Content	teachers
HGSE: Content	evaluation
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a policy memo
HGSE: Content	policy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	learning and teaching

Education A123 Section: S02

Teacher and Teaching Quality (180091)

Heather Hill

2016 Fall (4 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: None

Enrollment Cap:

0

This course examines and compares the literatures on teacher and teaching quality. Although both fields have as their goal improving student learning, their definitions of quality vary, and thus their respective proposals for improvement appear markedly different. Initiatives focused on improving teacher quality have included increasing teacher education and certification requirements, incentivizing entry and commitment to the profession, and terminating teachers who contribute little to gains in student achievement. Initiatives focused on improving teaching quality include professional development, coaching, improved curriculum materials, and removing individuals with little evidence of teaching effectiveness. This course will examine the evidentiary base that leads to these proposals, critically analyze those proposals, and review evidence regarding the efficacy of already-enacted proposals. Class activities include lectures, discussions, policy analyses, and student-led presentations on current teacher-related policy initiatives. Students will complete a short paper, a group presentation, and a final paper.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Content	teachers
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	simulation/role play
HGSE: Content	policy
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	small-group discussion
HGSE: Content	learning and teaching
HGSE: Content	evaluation

Education A125 Section: 01

State Education Policy: A Practicum (180093)

S. Paul Reville

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

50

States play a central role in contemporary U.S. education policy. In the complex intergovernmental partnership that constitutes public education in America, states play the lead role in establishing local systems of schools, setting goals, creating assessments and accountability mechanisms for those systems, and regulating and financing the schools. For the past two decades, states have assumed an even larger role with the advent of standards-based, systemic school reform, a set of policies that originated in the states. Understanding current education policy requires a thorough grasp of the role, responsibilities, and challenges facing state governments in the execution of their leadership role in education. This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state's role in education, state education policy, and current issues in state policy. While the course considers the role of states generally, the Commonwealth of Massachusetts, a leading school reform state, becomes the laboratory for the course. Students will be introduced to the processes, players, and factors influencing the development of state education policy. Small student groups will serve as consulting teams to various education policymaking entities in Massachusetts. Each team will be assigned a particular educational policy challenge and be charged with researching an issue--its history, politics, and current status. Then, each team will propose a set of recommendations to address the policy challenge. Each team will make a culminating oral and written presentation to the class and to senior staff of the particular organization.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Class Notes:

Class will be held on December 7 and lunch will be provided.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a policy memo
HGSE: Competencies	conduct an interview
HGSE: Content	policy
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	politics
HGSE: Competencies	manage a consulting project
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	online and blended learning
HGSE: Content	school reform
HGSE: Competencies	think strategically
HGSE: Competencies	make a presentation

Education A125 Section: S01

State Education Policy: A Practicum (180093)

S. Paul Reville

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

States play a central role in contemporary U.S. education policy. In the complex intergovernmental partnership that constitutes public education in America, states play the lead role in establishing local systems of schools, setting goals, creating assessments and accountability mechanisms for those systems, and regulating and financing the schools. For the past two decades, states have assumed an even larger role with the advent of standards-based, systemic school reform, a set of policies that originated in the states. Understanding current education policy requires a thorough grasp of the role, responsibilities, and challenges facing state governments in the execution of

their leadership role in education. This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state's role in education, state education policy, and current issues in state policy. While the course considers the role of states generally, the Commonwealth of Massachusetts, a leading school reform state, becomes the laboratory for the course. Students will be introduced to the processes, players, and factors influencing the development of state education policy. Small student groups will serve as consulting teams to various education policymaking entities in Massachusetts. Each team will be assigned a particular educational policy challenge and be charged with researching an issue--its history, politics, and current status. Then, each team will propose a set of recommendations to address the policy challenge. Each team will make a culminating oral and written presentation to the class and to senior staff of the particular organization.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	manage a consulting project
HGSE: Pedagogy	reflective writing
HGSE: Content	politics
HGSE: Competencies	make a presentation
HGSE: Competencies	conduct an interview
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Content	policy
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	write a policy memo
HGSE: Competencies	think strategically
HGSE: Content	leadership

Education A125 Section: S02

State Education Policy: A Practicum (180093)

S. Paul Reville

2016 Fall (4 Credits)

Schedule:

W 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

States play a central role in contemporary U.S. education policy. In the complex intergovernmental partnership that constitutes public education in America, states play the lead role in establishing local systems of schools, setting goals, creating assessments and accountability mechanisms for those systems, and regulating and financing the schools. For the past two decades, states have assumed an even larger role with the advent of standards-based, systemic school reform, a set of policies that originated in the states. Understanding current education policy requires a thorough grasp of the role, responsibilities, and challenges facing state governments in the execution of their leadership role in education. This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state's role in education, state education policy, and current issues in state policy. While the course considers the role of states generally, the Commonwealth of Massachusetts, a leading school reform state, becomes the laboratory for the course. Students will be introduced to the processes, players, and factors influencing the development of state education policy. Small student groups will serve as consulting teams to various education policymaking entities in Massachusetts. Each team will be assigned a particular educational policy challenge and be charged with researching an issue--its history, politics, and current status. Then, each team will propose a set of recommendations to address the policy challenge. Each team will make a culminating oral and written presentation to the class and to senior staff of the particular organization.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Content	politics
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	conduct an interview
HGSE: Competencies	think strategically
HGSE: Competencies	manage a consulting project
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
HGSE: Content	leadership
HGSE: Competencies	make a presentation
HGSE: Content	policy
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A129 Section: 01

The Federal Government in the Schools (180097)

Laura Schifter

2017 Spring (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

(New course.) Even though the federal government contributes a relatively small amount of funding to schools, the policies established by the federal government can have a large impact. The goal of this course is to develop a comprehensive understanding of the current federal policy landscape, how federal policy is developed, and how federal policy interacts with state and local policy. In particular, the course focuses on federal policies that impact the work of educators in schools including policies on assessment, accountability, special education, bilingual education, early education, school discipline, and school reform. Students will also learn about how policy is developed at the federal level and about how policy at the federal level interacts with policy at the state and local level by engaging in two project-based simulations. The first simulation will ask students to engage in a mock-congressional markup following a bill on seclusion and restraint in schools from introduction through committee mark-up. The second simulation will be a mock-grant competition where students will take on the role of states applying for a grant from the federal government on high school reform. Students will be expected to read relevant statutes, regulations, research and commentary; write reflection posts on the readings; and actively engage in course activities related to the course project.

Strongly recommended for Ed.M. students in the Education Policy and Management Program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Competencies	interpret laws
HGSE: Competencies	think strategically
HGSE: Content	assessment
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a business proposal or plan

HGSE: Content	law
HGSE: Content	diversity equity inclusion
HGSE: Content	disability/ableism
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	online and blended learning
HGSE: Content	accountability
HGSE: Pedagogy	lecture
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	peer learning

Education A132 Section: 01

Educational Innovation and Social Entrepreneurship in Comparative Perspective (180100)

Fernando Reimers

2017 Spring (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

This course is for students who are interested in gaining a better understanding of how social entrepreneurs can generate sustainable educational innovations. Over the course of the semester, participants will develop a viable education venture, preparing them to launch their own social enterprise to improve educational opportunity. The course will be taught at the Harvard Innovation Lab (i-lab) and will involve a series of activities and experiential workshops focused on the fundamentals of creating an educational enterprise. Readings, discussions, and related activities examine the contributions of social entrepreneurs to expanding educational opportunity. Students will engage in biweekly conversations with guest mentors, all of whom are education entrepreneurs working domestically or internationally. Weekly discussion sections will include workshops to build targeted skill sets.

Permission of instructor required. Enrollment is limited to 60. Auditors are not permitted. The ideal student for this course wishes to address a need in the education sphere through innovation. Students with prior knowledge and experience in education, technology, or business given preference. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Content	nonprofits
HGSE: Competencies	read financial statements
HGSE: Content	budgeting
HGSE: Pedagogy	design thinking
HGSE: Competencies	think strategically
HGSE: Content	teams
HGSE: Content	strategic planning
HGSE: Content	global/international context
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Content	process improvement
HGSE: Competencies	develop a theory of action
HGSE: Competencies	prepare budgets
HGSE: Content	scaling
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop a business proposal or plan
HGSE: Competencies	make a presentation

HGSE: Content	innovation
HGSE: Content	leadership
HGSE: Content	entrepreneurship

Education A133 Section: 01

Cultural Explanations for Ethnic and Racial Inequality in Education (180101)

Natasha Warikoo

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Scholars, educators, and journalists often use culture to explain differences in academic achievement by race--sometimes insightfully and other times more clumsily. However, the evidence for cultural explanations is thin and difficult to assess. Cultural explanations for low achievement have sometimes been criticized as blaming children for their own low achievement, and as offering little to practitioners and policymakers on ways to reduce educational inequality. On the other hand, cultural explanations for high achievement frequently assume a model minority myth. This course addresses how and when culture can lead to ethnic and racial inequality in education, in order to facilitate a better understanding of how to reduce educational inequality. We will analyze differences between and within ethnic and racial groups. In addition to ethnic and racial cultures, the course addresses school culture, youth culture, popular culture, and cultural identities. Discussing solutions for reducing inequality will be an important component of this course. The course will be run as a seminar.

Jointly offered at the Faculty of Arts and Sciences as EMR 127.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A133 Section: S01

Cultural Explanations for Ethnic and Racial Inequality in Education (180101)

Natasha Warikoo

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: None

Enrollment Cap:

0

Scholars, educators, and journalists often use culture to explain differences in academic achievement by race--sometimes insightfully and other times more clumsily. However, the evidence for cultural explanations is thin and difficult to assess. Cultural explanations for low achievement have sometimes been criticized as blaming children for their own low achievement, and as offering little to practitioners and policymakers on ways to reduce educational inequality. On the other hand, cultural explanations for high achievement frequently assume a model minority myth. This course addresses how and when culture can lead to ethnic and racial inequality in education, in order to facilitate a better understanding of how to reduce educational inequality. We will analyze differences between and within ethnic and racial groups. In addition to ethnic and racial cultures, the course addresses school culture, youth culture, popular culture, and cultural identities. Discussing solutions for reducing inequality will be an important component of this course. The course will be run as a seminar.

Jointly offered at the Faculty of Arts and Sciences as EMR 127.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A133 Section: S02

Cultural Explanations for Ethnic and Racial Inequality in Education (180101)

Natasha Warikoo

2016 Fall (4 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: None**Enrollment Cap:**

0

Scholars, educators, and journalists often use culture to explain differences in academic achievement by race-- sometimes insightfully and other times more clumsily. However, the evidence for cultural explanations is thin and difficult to assess. Cultural explanations for low achievement have sometimes been criticized as blaming children for their own low achievement, and as offering little to practitioners and policymakers on ways to reduce educational inequality. On the other hand, cultural explanations for high achievement frequently assume a model minority myth. This course addresses how and when culture can lead to ethnic and racial inequality in education, in order to facilitate a better understanding of how to reduce educational inequality. We will analyze differences between and within ethnic and racial groups. In addition to ethnic and racial cultures, the course addresses school culture, youth culture, popular culture, and cultural identities. Discussing solutions for reducing inequality will be an important component of this course. The course will be run as a seminar.

Jointly offered at the Faculty of Arts and Sciences as EMR 127.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A135 Section: 01

Education Entrepreneurship (180102)

James Honan

2017 Spring (4 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: Instructor**Enrollment Cap:**

30

This course prepares students for careers and leadership roles in social innovation and education entrepreneurship. Our focus is on the strategic challenges facing education entrepreneurs and practical approaches to addressing those challenges. Topics include strategy development in start-up organizations, accessing and managing financial resources, scaling and growth, and measuring outcomes and impact. Students will learn through case discussion and engagement with leading education entrepreneurs and funders. By design, the course allows students to draw upon and integrate their learning from other related courses and participation in innovation and entrepreneurship activities at the Graduate School of Education, within Harvard more broadly, and beyond.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	innovation
HGSE: Content	entrepreneurship
HGSE: Pedagogy	case-method learning
HGSE: Content	strategic planning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	financial management
HGSE: Content	fundraising
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	technology

HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking
HGSE: Content	nonprofits
HGSE: Content	budgeting
HGSE: Content	leadership

Education A138 Section: 01

The Causes and Consequences of Inequality (204008)

David Deming

2017 Spring (4 Credits)

Schedule:

TR 0115 PM - 0229 PM

Instructor Permissions: None

Enrollment Cap:

30

Why has earnings inequality in the U.S. and other developed countries increased so much since the 1970s? What are the consequences of rising inequality, and what can we do about it? This course provides an overview of what social science has to say about the causes and consequences of inequality, and engages students in a critical and balanced discussion of the positive and normative issues concerning rising inequality. Example topics include: 1) the key role of education and skills in rising inequality among the "99 percent"; 2) inequality in childhood and family environments, including schooling; 3) the role of changes in economic institutions such as unionization and the minimum wage; 4) rising wealth inequality, taxation and capital mobility; 5) global issues in inequality, including outsourcing, immigration and trade. We will also consider the consequences of rising inequality for political and social institutions in the U.S. and around the world, including (for example) political capture by elites and preferences for redistributive social policy. Course assignments will ask students to analyze and develop policy solutions for addressing rising inequality in the U.S. and around the world.

Jointly offered at the Harvard Kennedy School as SUP-206.

Class Notes:

Class will meet at the Harvard Kennedy School, Littauer Building, L230.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A142 Section: 01

Analyzing Education Policy (180107)

Joshua Goodman

2017 Spring (4 Credits)

Schedule:

MW 0245 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course examines education policy issues in the United States and abroad, with an emphasis on rigorous quantitative evaluation of such policies. By the course's end, students should have an analytical framework for thinking clearly about the impacts of education policies, as well as the ability to distinguish good quantitative research from bad. The course's major units are the human capital model, private returns to schooling, resource quantity and quality, school and individual incentives, and social returns to schooling. Within each unit students will explore specific policy questions, with an emphasis on the methods used to best evaluate such policies.

Permission of the instructor required. Prerequisites: prior experience with multivariate regression analysis and quasi experimental methods. Jointly offered at the Harvard Kennedy School (HKS) as SUP-427, where 25 seats will be held for HGSE students.

Class Notes:

Class will be held at the Harvard Kennedy School, Littauer Building L230.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A162 Section: 01

The Art and Science of Portraiture (180115)

Sara Lawrence-Lightfoot

2016 Fall (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor**Enrollment Cap:**

15

This seminar investigates the methods, form, and purposes of social science portraiture; its relationship to other qualitative research strategies; and its links to literature and art. Seminar members will respond critically to examples of portraiture in field studies, ethnographies, biographies, letters, diaries, and literature, as well as write their own portraits of individuals, institutions, relationships, processes, or concepts. Attention will be paid to systematic description, careful analysis, composition, and writing and to the aesthetics and science of creating portraits. This will be a working seminar with members acting as discussion leaders, critics, and respondents of each other's work. In addition to composing a portrait, students will be required to write short, critical analyses and give collaborative oral presentations.

Permission of instructor required. Enrollment is limited to 15. Prerequisites: a background in qualitative inquiry, aesthetics and empiricism, literary narrative, and the arts. Enrollment procedure will be posted on the course website..

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A162 Section: S02

The Art and Science of Portraiture (180115)

Sara Lawrence-Lightfoot

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This seminar investigates the methods, form, and purposes of social science portraiture; its relationship to other qualitative research strategies; and its links to literature and art. Seminar members will respond critically to examples of portraiture in field studies, ethnographies, biographies, letters, diaries, and literature, as well as write their own portraits of individuals, institutions, relationships, processes, or concepts. Attention will be paid to systematic description, careful analysis, composition, and writing and to the aesthetics and science of creating portraits. This will be a working seminar with members acting as discussion leaders, critics, and respondents of each other's work. In addition to composing a portrait, students will be required to write short, critical analyses and give collaborative oral presentations.

Permission of instructor required. Enrollment is limited to 15. Prerequisites: a background in qualitative inquiry, aesthetics and empiricism, literary narrative, and the arts. Enrollment procedure will be posted on the course website..

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods

All: Cross Reg Availability	Available for Harvard Cross Registration
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Education A164 Section: 01

Program Evaluation (180117)

David Blazar

2017 Spring (4 Credits)

Schedule:

R 0500 PM - 0759 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

As school districts and state agencies accumulate quantitative student outcome data, demand for evidence of impact will grow. All people must learn to be critical consumers of quantitative evidence of impact. The key challenge when evaluating the impact of an education policy or program is to identify what would have happened if that policy or program had not been implemented. There are a number of different approaches to constructing a plausible estimate of what would have happened, using experimental or quasi-experimental techniques. This course has three goals for students: to gain insight into the strengths and weaknesses of different evaluation designs, including experimental and quasi-experimental techniques; to develop the skills required to be a critical reader of impact evaluations; and to develop the ability to more clearly recognize opportunities for impact evaluations in education and to implement policies in a manner that would be amenable to evaluation. During the course, students will read and critique a number of impact evaluations, replicate the results of several evaluations, and design evaluations of educational programs. The course will focus on quantitative impact evaluations, as opposed to qualitative or process evaluations.

Permission of instructor required. Prerequisites: successful completion of S-030 or S-040, or prior equivalent training in multiple regression. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as API-211.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research proposal
HGSE: Content	data analysis
HGSE: Content	value added
HGSE: Content	research methods
HGSE: Competencies	make a presentation
HGSE: Content	program evaluation
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	problem sets
HGSE: Competencies	analyze quantitative data
HGSE: Content	school reform
HGSE: Content	research ethics
HGSE: Pedagogy	team-based learning
HGSE: Content	statistics
HGSE: Competencies	create data visualizations
HGSE: Content	testing
HGSE: Content	accountability
HGSE: Content	assessment
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collect quantitative data
HGSE: Content	evaluation
HGSE: Content	foundational quantitative methods
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	research project

Education A166 Section: 01

Civic Education and Civic Action: Theory, Research, and Practice (180119)

Helen Haste

2017 Spring (4 Credits)

Schedule:

WR 0100 PM - 0259 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This advanced course is designed to equip researchers and practitioners with critical and technical skills. The course will address the following questions: How should we define the terms "civic engagement," "civic action," and "civic education"? What educational objectives are implied by these definitions? What personal, community, and educational experiences and social, cultural, political, and educational contexts promote or inhibit the development of active civic participation? How might we construct effective civic education programs, within and beyond the school, and by what criteria can we evaluate their effectiveness? The course explores how questions about participation relate to concepts of democracy, rights, globalization, national identity, and definitions of citizenship. It reviews the antecedents of civic engagement and action, educational and community programs, and media experience. The course includes a detailed examination of research programs--critically considering both methods and data--on civic engagement internationally: for example, community groups, service programs, evaluations of interventions, the use of interactive media for civic education, and the effects of civic and social movement participation. Students will also explore curricular materials, media, school and classroom climate and culture, and activity programs. In addition, students will generate research questions; design studies, curricula, and action programs; and produce educational material using multimedia. The course comprises a weekly lecture and a workshop.

No prerequisites; foundational coursework in research methods, and previous coursework relating to concepts of democracy, human rights, or associated educational issues recommended.

Class Notes: This course comprises a weekly lecture and a workshop.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop research questions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Content	civic engagement
HGSE: Content	media
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	analyze arguments
HGSE: Content	global/international context

Education A201 Section: 01

Education Reform in America (180134)

Roland Fryer

2017 Spring (4 Credits)

Schedule:

TR 0400 PM - 0529 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course introduces students to the methods and the research frontier in the economics of education. The first quarter of the course will cover common statistical methods in applied microeconomics, including instrumental variable models, regression discontinuities, difference-in-differences, and randomized inference. With these tools in hand, the course will critically survey the economics of education literature, placing particular emphasis on policies and practices designed to raise achievement among vulnerable populations. Topics will include achievement gaps, the role of incentives, the rise of charter schools, school turnaround efforts, and education's role in determining economic outcomes.

No prerequisites. Courses in introductory statistics, econometrics, and/or microeconomics would be useful preparation. A non-trivial amount of math fluency is expected. Jointly offered with the Faculty of Arts and Sciences

(FAS) as Economics 1816.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A203 Section: 01

Educational Justice (180135)

Meira Levinson

2017 Spring (4 Credits)

Schedule:

TR 1000 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Educators and educational policy makers regularly face challenging ethical decisions. For example, what should be done about a student with diagnosed emotional issues who frequently disrupts class, but who benefits from being mainstreamed? Should teachers resist grade inflation even if it helps their students in the college and labor market? Is it just to expand a charter school that achieves outstanding academic outcomes at the cost of high attrition rates? When school closure or teacher evaluation policies disproportionately impact low-income communities of color, is that in itself evidence of an injustice that must be addressed? These kinds of questions are often addressed as technocratic challenges of leadership, legal compliance, or accountability. This course, by contrast, addresses the ethical dimensions of educational practice and policy, with justice as our primary focus. We will engage with philosophical, theoretical, and empirical readings from a wide variety of disciplines. We will also grapple with case studies of dilemmas of educational justice from classrooms, schools, districts, and organizations in the United States and abroad. Our goals will be to deepen our own understandings of educational justice, to engage with others about complex ethical judgments across multiple lines of difference, and to learn how to enhance educators' and policymakers' capacities to make ethical decisions under challenging conditions.

This course is intended for masters and doctoral students from all concentrations and programs. Cross-registrants welcomed. Undergraduates permitted upon application to instructor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	critical theory
HGSE: Content	social contexts
HGSE: Competencies	practice equity and inclusion
HGSE: Content	system-level leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	values
HGSE: Content	lgbtq
HGSE: Content	learning and teaching
HGSE: Content	principals
HGSE: Competencies	write a case study
HGSE: Competencies	collaborate
HGSE: Content	pedagogy
HGSE: Content	decision-making
HGSE: Content	leadership
HGSE: Content	race/ethnicity
HGSE: Pedagogy	peer learning
HGSE: Content	teachers
HGSE: Content	bullying/discrimination

HGSE: Competencies	develop a theory of action
HGSE: Content	teacher preparation
HGSE: Competencies	analyze arguments
HGSE: Competencies	facilitate group process
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	debate
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	case-method learning
HGSE: Content	disability/ableism
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Content	ethics

Education A205 Section: 01

Microeconomics: A Policy Tool for Educators (180136)

Felipe Barrera-Osorio

2016 Fall (4 Credits)

Schedule:

MW 1000 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

The primary goal of this course is to teach students how to use microeconomics in analyzing a wide range of educational policy issues. Examples relate to early-childhood education, elementary and secondary education, and postsecondary education. The course has several secondary goals, including (1) providing students with an understanding of the results of recent research that bear on important educational policy issues; (2) showing students how to access important data on the web relevant to the economics of education, such as the relationship between educational attainment and earned income; and (3) helping students to become skilled at writing brief policy memos.

No prerequisites. Course does not use mathematics beyond high school algebra and geometry. Students should not take this course if they have taken an intermediate-level microeconomics course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a policy memo
HGSE: Content	policy
HGSE: Content	economics
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets

Education A205 Section: S01

Microeconomics: A Policy Tool for Educators (180136)

Felipe Barrera-Osorio

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: None

Enrollment Cap:

0

The primary goal of this course is to teach students how to use microeconomics in analyzing a wide range of educational policy issues. Examples relate to early-childhood education, elementary and secondary education, and postsecondary education. The course has several secondary goals, including (1) providing students with an understanding of the results of recent research that bear on important educational policy issues; (2) showing

students how to access important data on the web relevant to the economics of education, such as the relationship between educational attainment and earned income; and (3) helping students to become skilled at writing brief policy memos.

No prerequisites. Course does not use mathematics beyond high school algebra and geometry. Students should not take this course if they have taken an intermediate-level microeconomics course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	economics
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	policy

Education A205 Section: S02

Microeconomics: A Policy Tool for Educators (180136)

Felipe Barrera-Osorio

2016 Fall (4 Credits)

Schedule: W 1115 AM - 1155 AM

Instructor Permissions: None

Enrollment Cap: 0

The primary goal of this course is to teach students how to use microeconomics in analyzing a wide range of educational policy issues. Examples relate to early-childhood education, elementary and secondary education, and postsecondary education. The course has several secondary goals, including (1) providing students with an understanding of the results of recent research that bear on important educational policy issues; (2) showing students how to access important data on the web relevant to the economics of education, such as the relationship between educational attainment and earned income; and (3) helping students to become skilled at writing brief policy memos.

No prerequisites. Course does not use mathematics beyond high school algebra and geometry. Students should not take this course if they have taken an intermediate-level microeconomics course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	economics
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	discussion sections
HGSE: Content	policy

Education A210A Section: 01

Economics of Education: A Microeconomic Perspective (203557)

Felipe Barrera-Osorio

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: None

Enrollment Cap: n/a

(New module.) The primary goal of this module is to enable students to use the perspective and tools of microeconomics to analyze a wide range of educational policy dilemmas. This course draws upon a number of class sessions from the full-semester HGSE course, A-205, *Microeconomics: A Policy Tool for Educators*. Examples of policy problems we will consider include early childhood education, elementary and secondary education, and postsecondary education in a variety of countries. We will answer such critical questions as these: What investments in education are the most effective and under what criteria? Why are some teachers paid more than others? Can school choice increase the quality of education? All of the issues we will address are at the center of the actual policy debate in a number of countries.

Prerequisites: prior introductory course in microeconomics at the undergraduate level. Intended for master's students. Students who previously have taken A-205 should not take this course.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A210E Section: 01

Law and Educational Opportunity: Race, Money, and Choice (203736)

James Ryan

2016 Fall (2 Credits)

Schedule:

F 0130 AM - 0329 AM

Instructor Permissions: Instructor

Enrollment Cap:

65

(New module.) This module will examine the way a number of high-profile court decisions have shaped educational opportunity. We will focus specifically on the major decisions in three areas: school desegregation, school finance litigation, and school vouchers. The aim of the course will be both to provide a deeper understanding of the legal decisions that have helped shape the current landscape of educational opportunity and to provide an opportunity to consider the role of courts in promoting educational and social change. Major questions to address include whether school desegregation was a failure and, if so, why; whether the shift in focus to school funding was a wise move; whether *Brown v. Board of Education* paved the way for school vouchers; and, ultimately, whether courts can be trusted partners in efforts to equalize educational opportunity. Along the way, students will learn a bit about how the United States Supreme Court operates and a bit about federal and state constitutional law and interpretation.

Permission of instructor required. Enrollment is limited to 65. No prior experience with the study of law is required. Enrollment procedure will be posted on the course website.

Class Notes: Class meets September 23, 30, October 7, 14, 21, 28, and November 4.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	civil rights
HGSE: Competencies	interpret laws
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	advocacy
HGSE: Competencies	engage in difficult conversations
HGSE: Content	race/ethnicity
HGSE: Pedagogy	lecture
HGSE: Content	social justice
HGSE: Content	law
HGSE: Competencies	debate
HGSE: Competencies	analyze arguments
HGSE: Content	diversity equity inclusion
HGSE: Content	policy

HGSE: Pedagogy	case-method learning
HGSE: Content	school reform
HGSE: Content	politics
HGSE: Pedagogy	socratic discussion
HGSE: Content	history

Education A210E Section: S01

Law and Educational Opportunity: Race, Money, and Choice (203736)

James Ryan

2016 Fall (2 Credits)

Schedule:

R 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New module.) This module will examine the way a number of high-profile court decisions have shaped educational opportunity. We will focus specifically on the major decisions in three areas: school desegregation, school finance litigation, and school vouchers. The aim of the course will be both to provide a deeper understanding of the legal decisions that have helped shape the current landscape of educational opportunity and to provide an opportunity to consider the role of courts in promoting educational and social change. Major questions to address include whether school desegregation was a failure and, if so, why; whether the shift in focus to school funding was a wise move; whether *Brown v. Board of Education* paved the way for school vouchers; and, ultimately, whether courts can be trusted partners in efforts to equalize educational opportunity. Along the way, students will learn a bit about how the United States Supreme Court operates and a bit about federal and state constitutional law and interpretation.

Permission of instructor required. Enrollment is limited to 65. No prior experience with the study of law is required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Content	race/ethnicity
HGSE: Pedagogy	socratic discussion
HGSE: Content	law
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	civil rights
HGSE: Competencies	interpret laws
HGSE: Content	history
HGSE: Content	politics
HGSE: Pedagogy	case-method learning
HGSE: Competencies	analyze arguments
HGSE: Content	social justice
HGSE: Content	advocacy
HGSE: Content	diversity equity inclusion
HGSE: Content	policy
HGSE: Content	school reform
HGSE: Competencies	debate
HGSE: Pedagogy	lecture

Education A210E Section: S02

Law and Educational Opportunity: Race, Money, and Choice (203736)

James Ryan

2016 Fall (2 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap:

65

(New module.) This module will examine the way a number of high-profile court decisions have shaped educational opportunity. We will focus specifically on the major decisions in three areas: school desegregation, school finance litigation, and school vouchers. The aim of the course will be both to provide a deeper understanding of the legal decisions that have helped shape the current landscape of educational opportunity and to provide an opportunity to consider the role of courts in promoting educational and social change. Major questions to address include whether school desegregation was a failure and, if so, why; whether the shift in focus to school funding was a wise move; whether *Brown v. Board of Education* paved the way for school vouchers; and, ultimately, whether courts can be trusted partners in efforts to equalize educational opportunity. Along the way, students will learn a bit about how the United States Supreme Court operates and a bit about federal and state constitutional law and interpretation.

Permission of instructor required. Enrollment is limited to 65. No prior experience with the study of law is required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	policy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	advocacy
HGSE: Content	law
HGSE: Content	civil rights
HGSE: Competencies	interpret laws
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze arguments
HGSE: Content	history
HGSE: Content	race/ethnicity
HGSE: Pedagogy	case-method learning
HGSE: Content	social justice
HGSE: Content	diversity equity inclusion
HGSE: Content	school reform
HGSE: Content	politics
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
HGSE: Competencies	debate
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	reflective writing

Education A222 Section: 01

Higher Education and the Law (180151)

Robert Iuliano

2016 Fall (4 Credits)

Schedule:

R 0600 PM - 0759 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Forty years ago, few institutions of higher education had in-house legal staff. Now, all but the smallest schools do. What has changed? This survey course will introduce some of the most pressing legal issues that confront colleges and universities today and will acquaint students with how institutions handle them. We will address a variety of topics, including noteworthy legal developments that might arise during the semester, but will focus on issues such as academic freedom and tenure, the authority of schools to discipline students for academic and behavioral misconduct, student privacy and well-being, affirmative action and other attempts to create a diverse student body, sexual harassment, sponsored research, and intellectual property issues in higher education. Although the course is framed around legal issues, we will devote most of our attention to the boundary of law and policy--that is, situations

where the law does not dictate and answer but instead is part of a broader set of factors an institution should consider when making policy judgments. One of the key goals for the course is to consider policy questions that are associated with institutional responses to these legal issues.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	higher education
HGSE: Competencies	write a policy memo
HGSE: Content	policy
HGSE: Pedagogy	peer learning
HGSE: Content	law
HGSE: Content	organizations
HGSE: Competencies	interpret laws
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A222 Section: S01

Higher Education and the Law (180151)

Robert Iuliano

2016 Fall (4 Credits)

Schedule: R 0130 PM - 0210 PM

Instructor Permissions: None

Enrollment Cap: 0

Forty years ago, few institutions of higher education had in-house legal staff. Now, all but the smallest schools do. What has changed? This survey course will introduce some of the most pressing legal issues that confront colleges and universities today and will acquaint students with how institutions handle them. We will address a variety of topics, including noteworthy legal developments that might arise during the semester, but will focus on issues such as academic freedom and tenure, the authority of schools to discipline students for academic and behavioral misconduct, student privacy and well-being, affirmative action and other attempts to create a diverse student body, sexual harassment, sponsored research, and intellectual property issues in higher education. Although the course is framed around legal issues, we will devote most of our attention to the boundary of law and policy--that is, situations where the law does not dictate and answer but instead is part of a broader set of factors an institution should consider when making policy judgments. One of the key goals for the course is to consider policy questions that are associated with institutional responses to these legal issues.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	policy
HGSE: Content	law
HGSE: Competencies	write a policy memo
HGSE: Content	higher education
HGSE: Content	organizations
HGSE: Competencies	interpret laws
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A222 Section: S02

Higher Education and the Law (180151)

Robert Iuliano

2016 Fall (4 Credits)

Schedule: R 0215 PM - 0255 PM

Instructor Permissions: None

Enrollment Cap: 0

Forty years ago, few institutions of higher education had in-house legal staff. Now, all but the smallest schools do. What has changed? This survey course will introduce some of the most pressing legal issues that confront colleges and universities today and will acquaint students with how institutions handle them. We will address a variety of topics, including noteworthy legal developments that might arise during the semester, but will focus on issues such as academic freedom and tenure, the authority of schools to discipline students for academic and behavioral misconduct, student privacy and well-being, affirmative action and other attempts to create a diverse student body, sexual harassment, sponsored research, and intellectual property issues in higher education. Although the course is framed around legal issues, we will devote most of our attention to the boundary of law and policy--that is, situations where the law does not dictate and answer but instead is part of a broader set of factors an institution should consider when making policy judgments. One of the key goals for the course is to consider policy questions that are associated with institutional responses to these legal issues.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Content	higher education
HGSE: Content	organizations
HGSE: Content	policy
HGSE: Content	law
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	interpret laws
HGSE: Competencies	write a policy memo

Education A224 Section: 01

Race in America (180153)

Roland Fryer

2017 Spring (4 Credits)

Schedule:

TR 0400 PM - 0529 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course examines the causes and consequences of racial inequality in America and evaluates the efficacy of various market and non-market solutions. Topics include: the racial achievement gap in education, the impact of crack cocaine on inner cities, racial differences in health, crime and punishment, labor market discrimination, social interactions and the effects of peer groups, affirmative action, and more.

No prerequisites. Courses in introductory statistics, econometrics, and/or microeconomics are strongly recommended. A non-trivial amount of math fluency is expected. Jointly offered with the Faculty of Arts and Sciences (FAS) as Economics 1816.

Additional Course Attributes:

Attribute	Value(s)
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Education A305 Section: 01

Deeper Learning for All: Designing a 21st-Century School System (180166)

Alisa Berger

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

From the classroom to the statehouse, education discussions today are rife with the idea that all students should graduate from high school "college and career ready," able to do the kind of advanced critical thinking that is so

necessary for participation in modern life. But these expectations are placed on a school system that is not remotely equipped to realize them. American schooling assumed its modern form at the beginning of the 20th century and still bears the heavy imprint of its industrial era origins as a command-and control-bureaucracy. This course will examine what it would mean to rethink those assumptions and design anew a 21st-century system that would support deeper and more engaging instruction for all students. Students will move across levels, ranging from in-depth exploration of the nature of good teaching and learning at the classroom and school level, up through what district, state, and federal polices would support such a transformation, as well as how other countries have organized their systems to aim for high-quality schooling for all students. Readings will span these subjects. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward-looking way; these ideas will be presented in a culminating exhibition to a diverse group of educational stakeholders. Students will also learn concrete skills around evaluating instruction, as well as how to utilize the design process.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A305 Section: S01

Deeper Learning for All: Designing a 21st-Century School System (180166)

Alisa Berger

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

From the classroom to the statehouse, education discussions today are rife with the idea that all students should graduate from high school "college and career ready," able to do the kind of advanced critical thinking that is so necessary for participation in modern life. But these expectations are placed on a school system that is not remotely equipped to realize them. American schooling assumed its modern form at the beginning of the 20th century and still bears the heavy imprint of its industrial era origins as a command-and control-bureaucracy. This course will examine what it would mean to rethink those assumptions and design anew a 21st-century system that would support deeper and more engaging instruction for all students. Students will move across levels, ranging from in-depth exploration of the nature of good teaching and learning at the classroom and school level, up through what district, state, and federal polices would support such a transformation, as well as how other countries have organized their systems to aim for high-quality schooling for all students. Readings will span these subjects. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward-looking way; these ideas will be presented in a culminating exhibition to a diverse group of educational stakeholders. Students will also learn concrete skills around evaluating instruction, as well as how to utilize the design process.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A305 Section: S02

Deeper Learning for All: Designing a 21st-Century School System (180166)

2016 Fall (4 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

From the classroom to the statehouse, education discussions today are rife with the idea that all students should graduate from high school "college and career ready," able to do the kind of advanced critical thinking that is so necessary for participation in modern life. But these expectations are placed on a school system that is not remotely equipped to realize them. American schooling assumed its modern form at the beginning of the 20th century and still bears the heavy imprint of its industrial era origins as a command-and-control-bureaucracy. This course will examine what it would mean to rethink those assumptions and design anew a 21st-century system that would support deeper and more engaging instruction for all students. Students will move across levels, ranging from in-depth exploration of the nature of good teaching and learning at the classroom and school level, up through what district, state, and federal policies would support such a transformation, as well as how other countries have organized their systems to aim for high-quality schooling for all students. Readings will span these subjects. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward-looking way; these ideas will be presented in a culminating exhibition to a diverse group of educational stakeholders. Students will also learn concrete skills around evaluating instruction, as well as how to utilize the design process.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A310G Section: 01

Data Wise: Using Data to Improve Teaching and Learning (180177)

Kathryn Boudett

2017 Spring (2 Credits)

Schedule:

TBD

Instructor Permissions: None

Enrollment Cap:

n/a

This module provides an intensive introduction to the Data Wise Improvement Process, a step-by-step approach to using data to improve instruction and student achievement in schools. The primary objective is to prepare students to lead collaborative analysis of a wide range of data sources, including annual standardized tests, periodic formative assessments, daily student work, and observation of classroom practice. In a hands-on, interactive format, students will learn tools for presenting, discussing, and acting on data. Students will also practice concrete strategies for approaching the work of leading school improvement with the Data Wise "habits of mind," which include (1) a shared commitment to action, assessment, and adjustment; (2) intentional collaboration; and (3) a relentless focus on evidence. Additionally, through case studies, large group presentations, and small group discussions, students will analyze the challenges and successes experienced by a diverse group of school leaders engaged in this work. Finally, students will complete a final project that allows them to apply their learning to a real world context in which they address the adaptive and technical challenges involved in using data wisely.

Open to degree students and to practitioners. The module is designed to leverage the experiences of students and practitioners and to promote learning both within and across these groups. Practitioners must apply as a team; school-based teams must include the school leader and one or more teachers. The fee is \$2,813 per person for Special Students. Enrollment procedure will be posted on the Data Wise website. Must be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	decision-making
HGSE: Pedagogy	peer learning

HGSE: Competencies	analyze quantitative data
HGSE: Content	teams
HGSE: Content	organizations
HGSE: Content	process improvement
HGSE: Competencies	collaborate
HGSE: Content	leadership
HGSE: Content	assessment
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	experiential learning
HGSE: Content	principals
HGSE: Content	student achievement
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	reflective writing
HGSE: Competencies	think strategically
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	team-based learning

Education A312 Section: 01

Systemic Reform in Urban School Districts and Schools (180180)

Andres Alonso

2016 Fall (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The recent past has seen extraordinary federal and state efforts to bring about system reforms in American public education systems. The results have been the introduction of new forms of competition, changes in state laws that have reshaped evaluation for teachers and administrators, the emergence of national Common Core standards and assessments, and unprecedented political dissension about the best ways to bring about improvement in public education. What seemed an attempted massive restructuring of the public education system is under retreat as the complexities of bringing about improvement in resilient bureaucracies and political and cultural systems reassert themselves against structural reforms. This course examines innovation efforts in districts and charter management organizations over the past decade in their political and cultural context, as well as insights from private sector improvement efforts, to explore the opportunities and constraints shaping system reform efforts in American education over the past decade. The course will reflect the perspective of a district leader who helped lead the reform efforts in New York City and Baltimore over ten years, as well as those of other leaders and critics of the reform movement who will discuss their aims, opportunities, challenges and lessons learned in response to the cases. Students will explore the theories of action and strategies in specific cases, probe deeply into the role and dilemmas of reform leaders in district and other leadership contexts, and build their skills through hands-on projects and feedback on their writing and presentation. The course is part of a two course sequence with A325, which focuses granularly on the leadership of learning in classrooms, schools and systems, but students can take each course individually.

Permission of instructor required. Enrollment limited to 30. Students with an interest in district leadership roles given preference. Enrollment procedure will be posted on the course website.

Class Notes: Required, weekly, 90-minute section.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A312 Section: S01

Systemic Reform in Urban School Districts and Schools (180180)

Andres Alonso

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

The recent past has seen extraordinary federal and state efforts to bring about system reforms in American public education systems. The results have been the introduction of new forms of competition, changes in state laws that have reshaped evaluation for teachers and administrators, the emergence of national Common Core standards and assessments, and unprecedented political dissension about the best ways to bring about improvement in public education. What seemed an attempted massive restructuring of the public education system is under retreat as the complexities of bringing about improvement in resilient bureaucracies and political and cultural systems reassert themselves against structural reforms. This course examines innovation efforts in districts and charter management organizations over the past decade in their political and cultural context, as well as insights from private sector improvement efforts, to explore the opportunities and constraints shaping system reform efforts in American education over the past decade. The course will reflect the perspective of a district leader who helped lead the reform efforts in New York City and Baltimore over ten years, as well as those of other leaders and critics of the reform movement who will discuss their aims, opportunities, challenges and lessons learned in response to the cases. Students will explore the theories of action and strategies in specific cases, probe deeply into the role and dilemmas of reform leaders in district and other leadership contexts, and build their skills through hands-on projects and feedback on their writing and presentation. The course is part of a two course sequence with A325, which focuses granularly on the leadership of learning in classrooms, schools and systems, but students can take each course individually.

Permission of instructor required. Enrollment limited to 30. Students with an interest in district leadership roles given preference. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A312 Section: S02

Systemic Reform in Urban School Districts and Schools (180180)

Andres Alonso

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

The recent past has seen extraordinary federal and state efforts to bring about system reforms in American public education systems. The results have been the introduction of new forms of competition, changes in state laws that have reshaped evaluation for teachers and administrators, the emergence of national Common Core standards and assessments, and unprecedented political dissension about the best ways to bring about improvement in public education. What seemed an attempted massive restructuring of the public education system is under retreat as the complexities of bringing about improvement in resilient bureaucracies and political and cultural systems reassert themselves against structural reforms. This course examines innovation efforts in districts and charter management organizations over the past decade in their political and cultural context, as well as insights from private sector improvement efforts, to explore the opportunities and constraints shaping system reform efforts in American education over the past decade. The course will reflect the perspective of a district leader who helped lead the reform efforts in New York City and Baltimore over ten years, as well as those of other leaders and critics of the reform movement who will discuss their aims, opportunities, challenges and lessons learned in response to the cases. Students will explore the theories of action and strategies in specific cases, probe deeply into the role and dilemmas of reform leaders in district and other leadership contexts, and build their skills through hands-on projects

and feedback on their writing and presentation. The course is part of a two course sequence with A325, which focuses granularly on the leadership of learning in classrooms, schools and systems, but students can take each course individually.

Permission of instructor required. Enrollment limited to 30. Students with an interest in district leadership roles given preference. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A314 Section: 01

Redesigning Education Systems for the 21st Century: A Workshop (180181)

S. Paul Reville

2017 Spring (4 Credits)

Schedule: W 1000 AM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap: 37

This class is devoted to conceiving and developing a vision and strategic plan for comprehensive, integrated systems of education, child development, health and human services, and cultural enrichment designed to prepare all of our children for success in the 21st century. Students will begin by identifying the limitations of our current school system, which, despite extensive reform, has failed to close achievement gaps and produce excellence and equity in American education. Working in teams and as a class, students will participate in a design and planning process to produce models of integrated, "schooling plus" systems that deliver on the promise of "all children ready for success."

Permission of instructor required. Students who have taken A-011K should not take this course. Enrollment procedure will be posted on the course website.

Class Notes: Class will meet on September 16, 23, and 30, October 14, 21 and 28.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A318 Section: 01

New Pathways for College and Career Readiness: Increasing Opportunity and Equity Through Education (203737)

Nancy Hoffman

Amy Loyd

2017 Spring (4 Credits)

Schedule: R 1000 AM - 1259 PM

Instructor Permissions: None

Enrollment Cap: n/a

(New course.) K-12 education systems across the nation purportedly focus on "college and career readiness," but until recently the nation's attention has been on "college for all." Nonetheless, all students will seek a career, and by that measure our high schools and colleges are failing too many young people. Half of 25-year-olds in the United States have no post-secondary credential or degree with which to enter today's increasingly competitive job market--and over half of those with a baccalaureate degree are un- or under-employed. We face an urgent need to address career readiness: College costs are rising, the global economy creates a challenging labor market, and employers demand sophisticated technical knowledge and skills. In response, policymakers and educators are increasingly focused on the link between education and career preparation that ensures the economic well-being for

states, communities, and families. Thus, despite the unfortunate legacy of tracking from old-fashioned vocational programs, many promising systems change initiatives are underway. This module will provide students with a working knowledge of innovative practices and policies in support of high-quality career pathways that culminate in post-secondary credentials with currency in the labor market, and leave open the door to further education. Each class session involve a mix of presentation, discussion, and interviews (student-led with prior preparation) with guest speakers from the states, regions, organizations, and companies that we are studying. The module culminates in a team analysis of a college and career readiness initiative.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A320 Section: 01

Building a Democratic School: School Design Workshop (180185)

Linda Nathan

2017 Spring (4 Credits)

Schedule:

R 0500 PM - 0759 PM

Instructor Permissions: None

Enrollment Cap:

35

Boston's pilot school initiative, begun in 1994, is in the forefront of a national movement to create small, innovative learning communities as alternatives to traditional ways of organizing public education systems. This course, taught by the founding headmaster of one of Boston's most successful pilot schools (the Boston Arts Academy), examines a wide range of issues related to the philosophy, planning, governance, and sustenance of nontraditional public schools, including charter schools. The course is intended for students with significant experience as teachers or administrators and for those who wish to become school leaders or program or policy designers. Students will be expected to reflect on their own experience as material for analysis in written assignments and class discussions.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A322 Section: 01

School Systems (180186)

David Cohen

2017 Spring (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Recent reforms seek fundamental change in U.S. schools (standards based reform, comprehensive school reform designs, charter school networks, and achievement districts). These all aim at system building, whether organizing systems anew (charter networks) or reorganizing those that exist (standards based reform). They represent a novel conception of what schools should do--i.e., dramatically improve student achievement by tightly coupling teaching, learning, and management--and do so by system building. These are not the first to offer alternatives to conventional public schools. There are religiously defined school systems and culturally and educationally defined school systems (Montessori and Steiner). There are subsystems in public schools (AP and IB) and New Visions in NYC. We will study these systems *qua* systems. There has been little scrutiny of the nature of these systems or how they work, and we will probe a fundamental matter: To what structures, functions, and attributes does "system" refer in schooling and school reform? "System" is everywhere in schooling, school reform, and debate about these matters, but there is little agreement about what this ubiquitous thing is, and how it works. The course will address

four questions: (1) How do systems define and organize instruction? (2) How do those definitions and organizations affect teachers' and students' work? (3) How do systems create and sustain know how for instruction and its management? (4) Are differences in systems related to democratic control, access, or participation? The course aims to illuminate school systems' structure and operation, not to teach system management.

Permission of instructor required. Ed.D., Ph.D., and Ed.L.D. students given preference, but interested master's students may apply. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Content	diversity equity inclusion
HGSE: Content	school systems
HGSE: Content	race/ethnicity
HGSE: Content	system-level leadership
HGSE: Content	organizations
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	discussion sections

Education A323Y Section: 01

Data Wise Coach Certification (203666)

Kathryn Boudett

2016 Fall (2 Credits)

Schedule: F 0900 AM - 1059 AM

Instructor Permissions: Instructor

Enrollment Cap: 10

(New course.) This course is required for doctoral students who have been accepted into the Data Wise Coach Certification Program. It provides an opportunity for HGSE students to receive support as they build the six Data Wise Coach Competencies, with particular focus on developing their ability to coach a team through an improvement journey and to design and teach a lesson that guides others in using data wisely. Monthly class meetings allow students to set personal coaching goals, process their experience collaborating with practitioners, get feedback on their developing coaching skills, and strategize about how to best address the barriers they may be encountering as they coach others. The course also provides opportunities for students to work closely with practitioners to design lesson plans that are appropriate for a practitioner audience and get feedback on their teaching practice. In addition to providing support for their own certification, this course invites students to take a balcony-level view of certification for competency more generally and reflect on the lessons they can take to their future jobs as leaders and faculty members. Students are encouraged to use this class to provide structure as they work toward their formal portfolio review, which is the culminating project of the Data Wise Coach Certification Program. Once certified, students are qualified to (1) teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry; (2) coach teams as they work their way through a cycle of inquiry by asking questions and providing targeted feedback; (3) serve as mentors in on-campus and online Data Wise courses; and (4) collaborate with certified coaches to document impact of continuous improvement.

Permission of instructor required. Prerequisite: Acceptance into the Data Wise Coach Certification Program, which requires application by August 25, 2016. Additional information available at <http://www.gse.harvard.edu/ppe/program/data-wise-coach-certification>.

Class Notes: The whole class meets once a month for three hours. Each participant also meets once a month with a teaching fellow.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A323Y Section: S01

Data Wise Coach Certification (203666)

Kathryn Boudett

2016 Fall (2 Credits)

Schedule: W 0900 AM - 0940 AM**Instructor Permissions:** Instructor**Enrollment Cap:** 0

(New course.) This course is required for doctoral students who have been accepted into the Data Wise Coach Certification Program. It provides an opportunity for HGSE students to receive support as they build the six Data Wise Coach Competencies, with particular focus on developing their ability to coach a team through an improvement journey and to design and teach a lesson that guides others in using data wisely. Monthly class meetings allow students to set personal coaching goals, process their experience collaborating with practitioners, get feedback on their developing coaching skills, and strategize about how to best address the barriers they may be encountering as they coach others. The course also provides opportunities for students to work closely with practitioners to design lesson plans that are appropriate for a practitioner audience and get feedback on their teaching practice. In addition to providing support for their own certification, this course invites students to take a balcony-level view of certification for competency more generally and reflect on the lessons they can take to their future jobs as leaders and faculty members. Students are encouraged to use this class to provide structure as they work toward their formal portfolio review, which is the culminating project of the Data Wise Coach Certification Program. Once certified, students are qualified to (1) teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry; (2) coach teams as they work their way through a cycle of inquiry by asking questions and providing targeted feedback; (3) serve as mentors in on-campus and online Data Wise courses; and (4) collaborate with certified coaches to document impact of continuous improvement.

Permission of instructor required. Prerequisite: Acceptance into the Data Wise Coach Certification Program, which requires application by August 25, 2016. Additional information available at <http://www.gse.harvard.edu/ppe/program/data-wise-coach-certification>.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A323Y Section: S02

Data Wise Coach Certification (203666)

Kathryn Boudett

2016 Fall (2 Credits)

Schedule: W 0945 AM - 1025 AM**Instructor Permissions:** Instructor**Enrollment Cap:** 0

(New course.) This course is required for doctoral students who have been accepted into the Data Wise Coach Certification Program. It provides an opportunity for HGSE students to receive support as they build the six Data Wise Coach Competencies, with particular focus on developing their ability to coach a team through an improvement journey and to design and teach a lesson that guides others in using data wisely. Monthly class meetings allow students to set personal coaching goals, process their experience collaborating with practitioners, get feedback on their developing coaching skills, and strategize about how to best address the barriers they may be encountering as they coach others. The course also provides opportunities for students to work closely with practitioners to design lesson plans that are appropriate for a practitioner audience and get feedback on their teaching practice. In addition to providing support for their own certification, this course invites students to take a balcony-level view of certification for competency more generally and reflect on the lessons they can take to their future jobs as leaders and faculty members. Students are encouraged to use this class to provide structure as they work toward their formal portfolio review, which is the culminating project of the Data Wise Coach Certification

Program. Once certified, students are qualified to (1) teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry; (2) coach teams as they work their way through a cycle of inquiry by asking questions and providing targeted feedback; (3) serve as mentors in on-campus and online Data Wise courses; and (4) collaborate with certified coaches to document impact of continuous improvement.

Permission of instructor required. Prerequisite: Acceptance into the Data Wise Coach Certification Program, which requires application by August 25, 2016. Additional information available at <http://www.gse.harvard.edu/ppe/program/data-wise-coach-certification>.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A324Y Section: 01

Data Wise Coach Certification (203667)

Kathryn Boudett

2017 Spring (2 Credits)

Schedule: F 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap: 10

(New course.) This course is required for doctoral students who have been accepted into the Data Wise Coach Certification Program. It provides an opportunity for HGSE students to receive support as they build the six Data Wise Coach Competencies, with particular focus on developing their ability to coach a team through an improvement journey and to design and teach a lesson that guides others in using data wisely. Monthly class meetings allow students to set personal coaching goals, process their experience collaborating with practitioners, get feedback on their developing coaching skills, and strategize about how to best address the barriers they may be encountering as they coach others. The course also provides opportunities for students to work closely with practitioners to design lesson plans that are appropriate for a practitioner audience and get feedback on their teaching practice. In addition to providing support for their own certification, this course invites students to take a balcony-level view of certification for competency more generally and reflect on the lessons they can take to their future jobs as leaders and faculty members. Students are encouraged to use this class to provide structure as they work toward their formal portfolio review, which is the culminating project of the Data Wise Coach Certification Program. Once certified, students are qualified to (1) teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry; (2) coach teams as they work their way through a cycle of inquiry by asking questions and providing targeted feedback; (3) serve as mentors in on-campus and online Data Wise courses; and (4) collaborate with certified coaches to document impact of continuous improvement.

Permission of instructor required. Prerequisite: Acceptance into the Data Wise Coach Certification Program, which requires application by August 25, 2016. Additional information available at <http://www.gse.harvard.edu/ppe/program/data-wise-coach-certification>.

Class Notes: The whole class meets once a month for three hours. Each participant also meets once a month with a teaching fellow.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A325 Section: 01

Improving Systems of Learning: Instructional Leadership at the System Level (180189)

Andres Alonso

2017 Spring (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Nearly every strategy for system-level improvement in urban districts assumes that enhancing the interactions among teachers, students, and content ("the instructional core") is essential. Understanding what effective instructional leadership at system-level scale requires and looks like in practice in school districts is the focus of this course. The course places students directly into the world of teaching and learning in school systems, using team-based immersive site visits, observations, and interviews to study instructional leadership as a system-level activity. Through course activities, discussions, and field studies, we will explore questions that are central to any system-level strategy for improving instruction: (1) What should students know and be able to do? (2) How do the answers to the preceding question shape the nature of learning tasks we should be seeing in classrooms? (3) How do these answers influence our decisions about structuring school interactions, measuring performance and growth for students, teachers, and schools? (4) What lessons can we learn from previous attempts to innovate with or improve the management of learning systems? (5) Where do we find best practices for instructional leadership at scale? Students will leave the course with a nuanced, practice-grounded perspective, better prepared to act as district leaders working with real constraints and opportunities to describe, develop, and scale improvements in teaching and learning.

Permission of instructor required. Enrollment is limited to 30. Students in the Ed.L.D. program given preference.

Class Notes: Required, weekly, 90-minute section.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A329Y Section: 01

Becoming a School Leader (203725)

Mary O'Neill

2016 Fall (2 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

45

This is a year-long cohort course for students in the School Leadership Program (SLP). Students will focus on developing the skills and knowledge they will need to lead schools or organizations, lead people and lead learning. Language is the key to learning. Integral to this course is a special series of classes with Professor Catherine Snow on what leaders need to know about literacy. Ed.L.D. and SLP students will engage in these sessions together.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program. A-329Y and A-330Y were formerly yearlong course A-328.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Content	principals
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	practice equity and inclusion

HGSE: Content	adult development
HGSE: Pedagogy	experiential learning

Education A330Y Section: 01

Becoming a School Leader (203726)

Mary O'Neill

2017 Spring (2 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

45

This is a year-long cohort course for students in the School Leadership Program. Students will focus on developing the skills and knowledge they will need to lead schools or organizations, lead people and lead learning. Language is the key to learning. Integral to this course is a special series of classes with Professor Catherine Snow on what leaders need to know about literacy. ED.L.D. and SLP students will engage in these sessions together.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program. A-329Y and A-330Y were formerly yearlong course A-328.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Competencies	practice equity and inclusion
HGSE: Content	leadership
HGSE: Pedagogy	internship
HGSE: Pedagogy	curriculum-design project
HGSE: Content	principals
HGSE: Competencies	develop a theory of action
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	adult development
HGSE: Pedagogy	experiential learning

Education A333Y Section: 01

School Instructional Leadership: Seminar and Practicum for School Developers (203941)

Irvin Scott

2016 Fall (2 Credits)

Schedule:

R 0530 PM - 0829 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

The primary goal of this yearlong course is to prepare all students for the demands of school / organizational development and leadership. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. Students will learn to lead learning and acquire the skills necessary to effectively lead people, organizations and themselves. Students will be prepared for leadership roles in schools, for-profit and not-for-profit and community-based organizations. Successful completion of this course and the 500-hour internship experience that accompanies it are core requirements of the School Leadership Program (SLP).

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission.

Class Notes:

Class will meet every other week throughout the year. Winter sessions TBD.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A334Y Section: 01

School Instructional Leadership: Seminar and Practicum for School Developers (203942)

Irvin Scott

2017 Spring (2 Credits)

Schedule:

R 0530 PM - 0829 PM

Instructor Permissions: None

Enrollment Cap:

30

The primary goal of this yearlong course is to prepare all students for the demands of school / organizational development and leadership. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. Students will learn to lead learning and acquire the skills necessary to effectively lead people, organizations and themselves. Students will be prepared for leadership roles in schools, for-profit and not-for-profit and community-based organizations. Successful completion of this course and the 500-hour internship experience that accompanies it are core requirements of the School Leadership Program (SLP).

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission.

Requirements:

Enrollment in this course requires completion of A333Y.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A353Y Section: 01

Doctoral Practicum in Scaling Improvement (203661)

Kathryn Boudett

2016 Fall (2 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

(New course.) This seminar is designed for doctoral students who want a structured opportunity to connect with schools and districts and build relationships in places where they could do future dissertation or Ed.L.D. residency work. At the beginning of the year, students will be placed on small research teams focused on one of four districts that have made substantial investments in building capacity of educators to use the Data Wise Improvement Process. Over the course of the year, each team will study the strategies used at their site to implement a systematic approach to improvement. Teams will describe the work that is happening in their settings, identify the successes and challenges encountered, and identify salient lessons that should be broadly applicable in other settings. Monthly team meetings with the instructor will be used to structure and focus the research and to determine the best format for communicating the team's analysis (for example, an article in a scholarly or practice journal, or a multimedia case for use in Data Wise courses). Monthly class meetings will be used to surface common themes across projects and allow students to give and receive feedback on work drafts. The course, which is intended to provide doctoral students with a supportive community for field work as well as thought leadership, is ideal to take in conjunction with other research design and conceptualization courses.

Permission of instructor required. Intended for doctoral students in the Ed.D., Ph.D., and Ed.L.D. programs. Prerequisites: familiarity with Data Wise as demonstrated through reading the Data Wise book and completing A-310G and/or the Data Wise MOOC (available at edX.org).

Class Notes: The whole class meets once a month for three hours. Each research team meets with the instructor once a month for approximately two hours.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A353Y Section: S01

Doctoral Practicum in Scaling Improvement (203661)

Kathryn Boudett

2016 Fall (2 Credits)

Schedule: W 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

(New course.) This seminar is designed for doctoral students who want a structured opportunity to connect with schools and districts and build relationships in places where they could do future dissertation or Ed.L.D. residency work. At the beginning of the year, students will be placed on small research teams focused on one of four districts that have made substantial investments in building capacity of educators to use the Data Wise Improvement Process. Over the course of the year, each team will study the strategies used at their site to implement a systematic approach to improvement. Teams will describe the work that is happening in their settings, identify the successes and challenges encountered, and identify salient lessons that should be broadly applicable in other settings. Monthly team meetings with the instructor will be used to structure and focus the research and to determine the best format for communicating the team's analysis (for example, an article in a scholarly or practice journal, or a multimedia case for use in Data Wise courses). Monthly class meetings will be used to surface common themes across projects and allow students to give and receive feedback on work drafts. The course, which is intended to provide doctoral students with a supportive community for field work as well as thought leadership, is ideal to take in conjunction with other research design and conceptualization courses.

Permission of instructor required. Intended for doctoral students in the Ed.D., Ph.D., and Ed.L.D. programs. Prerequisites: familiarity with Data Wise as demonstrated through reading the Data Wise book and completing A-310G and/or the Data Wise MOOC (available at edX.org).

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A353Y Section: S02

Doctoral Practicum in Scaling Improvement (203661)

Kathryn Boudett

2016 Fall (2 Credits)

Schedule: W 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

(New course.) This seminar is designed for doctoral students who want a structured opportunity to connect with schools and districts and build relationships in places where they could do future dissertation or Ed.L.D. residency work. At the beginning of the year, students will be placed on small research teams focused on one of four districts

that have made substantial investments in building capacity of educators to use the Data Wise Improvement Process. Over the course of the year, each team will study the strategies used at their site to implement a systematic approach to improvement. Teams will describe the work that is happening in their settings, identify the successes and challenges encountered, and identify salient lessons that should be broadly applicable in other settings. Monthly team meetings with the instructor will be used to structure and focus the research and to determine the best format for communicating the team's analysis (for example, an article in a scholarly or practice journal, or a multimedia case for use in Data Wise courses). Monthly class meetings will be used to surface common themes across projects and allow students to give and receive feedback on work drafts. The course, which is intended to provide doctoral students with a supportive community for field work as well as thought leadership, is ideal to take in conjunction with other research design and conceptualization courses.

Permission of instructor required. Intended for doctoral students in the Ed.D., Ph.D., and Ed.L.D. programs. Prerequisites: familiarity with Data Wise as demonstrated through reading the Data Wise book and completing A-310G and/or the Data Wise MOOC (available at edX.org).

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A354Y Section: 01

Doctoral Practicum in Scaling Improvement (203662)

Kathryn Boudett

2017 Spring (2 Credits)

Schedule: F 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap: 30

(New course.) This seminar is designed for doctoral students who want a structured opportunity to connect with schools and districts and build relationships in places where they could do future dissertation or Ed.L.D. residency work. At the beginning of the year, students will be placed on small research teams focused on one of four districts that have made substantial investments in building capacity of educators to use the Data Wise Improvement Process. Over the course of the year, each team will study the strategies used at their site to implement a systematic approach to improvement. Teams will describe the work that is happening in their settings, identify the successes and challenges encountered, and identify salient lessons that should be broadly applicable in other settings. Monthly team meetings with the instructor will be used to structure and focus the research and to determine the best format for communicating the team's analysis (for example, an article in a scholarly or practice journal, or a multimedia case for use in Data Wise courses). Monthly class meetings will be used to surface common themes across projects and allow students to give and receive feedback on work drafts. The course, which is intended to provide doctoral students with a supportive community for field work as well as thought leadership, is ideal to take in conjunction with other research design and conceptualization courses.

Permission of instructor required. Intended for doctoral students in the Ed.D., Ph.D., and Ed.L.D. programs. Prerequisites: familiarity with Data Wise as demonstrated through reading the Data Wise book and completing A-310G and/or the Data Wise MOOC (available at edX.org).

Class Notes: The whole class meets once a month for three hours. Each research team meets with the instructor once a month for approximately two hours.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A362 Section: 01

Institutional Change in School Organizations, Systems, and Sectors (180210)

Ebony Bridwell-Mitchell

2017 Spring (4 Credits)

Schedule:

W 1000 AM - 1259 PM

Instructor Permissions: Instructor**Enrollment Cap:**

15

Schools are highly institutionalized organizations, which means their operations and outcomes are determined by deeply ingrained, value-laden assumptions and are constrained by a variety of external forces. Highly institutionalized organizations tend towards maintenance rather than change. This course aims to help students analyze the assumptions and external forces that result in institutional maintenance. This course also aims to help students understand how agents can intervene in school contexts to enact institutional change. Through a discussion-driven, seminar-style format, we will rely on classic and cutting-edge research to answer questions such as: Why do conventional school structures persist despite limited evidence of their effectiveness? Why do so many education reforms come and go and come again? How can deeply ingrained beliefs and practices in schools be transformed by school stakeholders? By the end of the course, students will be equipped with the conceptual knowledge and analytical skills to better understand, evaluate, and encourage institutional change in school organizations, systems, and sectors.

Permission of instructor required. Enrollment is limited to 15.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A371Y Section: 01

Practicum in Coaching for Equity and Diversity in Schools and Systems (203849)

Lee Teitel

2016 Fall (2 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: Instructor**Enrollment Cap:**

12

(New course.) In 1974, Justice Thurgood Marshall wrote, "Unless our children begin to learn together, then there is little hope that our people will ever learn to live together." Those words feel prophetic in a country with increasingly resegregated schools, routine police violence against people of color, and escalating racist political rhetoric. But there is a growing interest in fighting these trends--in supporting diverse and equitable schools that provide better academic and social outcomes for all students. The course focuses on how to do that—how to work as a coach to help racially and economically diverse district and charter schools develop quality integrated experiences for students. Coaches will work in pairs with a collaborating district or charter management organization and with one school within it, using an integration improvement process developed at HGSE. They will learn how to enter their setting, assess current progress and capacity, and help partners articulate a vision of equity and diversity, diagnose their current reality, and plan and implement improvements. Class sessions will include history and multiple perspectives on integration, systemic approaches to improvement (e.g., critical race theory; adaptive leadership), and examination of how personal triggers about diversity and equity affect students' work as coaches. Class will operate as a high-level seminar, in which we will consult and learn from each other regarding our dilemmas of practice. Students will leave the course with practical coaching experience and nuanced understandings of the challenges and opportunities of working for diversity and equity at district, charter management organization, and school levels.

Permission of instructor required. The practicum is intended for doctoral students and master's students with at least three years of experience with organizational improvement, coaching, leadership, and/or diversity and equity work. Classes will meet every other Friday afternoon, as well as for two day-long Saturday workshops/ conferences that will include our school and system partners. Students will work in pairs as coaches working with a school and

the system (district or charter management organization) that it operates in. Students can expect to be in the field for roughly 3 hours/week spread out over the school year--approximately 80 hours over the year. Enrollment procedure will be posted on the course website.

Class Notes: Class will meet bi-weekly. There will be one, all-day workshop/conference on a Saturday in the Fall.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	civil rights
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	reflective writing
HGSE: Competencies	think strategically
HGSE: Competencies	engage families
HGSE: Content	strategic planning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	build partnership
HGSE: Content	critical theory
HGSE: Competencies	collaborate
HGSE: Pedagogy	field-based project
HGSE: Content	social justice
HGSE: Content	process improvement
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Competencies	engage in difficult conversations
HGSE: Content	identity
HGSE: Content	partnerships
HGSE: Content	families
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Competencies	practice equity and inclusion
HGSE: Content	system-level leadership
HGSE: Content	race/ethnicity
HGSE: Pedagogy	simulation/role play

Education A371Y Section: S01

Practicum in Coaching for Equity and Diversity in Schools and Systems (203849)

Lee Teitel

2016 Fall (2 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) In 1974, Justice Thurgood Marshall wrote, "Unless our children begin to learn together, then there is little hope that our people will ever learn to live together." Those words feel prophetic in a country with increasingly re-segregated schools, routine police violence against people of color, and escalating racist political rhetoric. But there is a growing interest in fighting these trends--in supporting diverse and equitable schools that provide better academic and social outcomes for all students. The course focuses on how to do that—how to work as a coach to help racially and economically diverse district and charter schools develop quality integrated experiences for students. Coaches will work in pairs with a collaborating district or charter management organization and with one school within it, using an integration improvement process developed at HGSE. They will learn how to enter their setting, assess current progress and capacity, and help partners articulate a vision of equity and diversity, diagnose their current reality, and plan and implement improvements. Class sessions will include history and multiple

perspectives on integration, systemic approaches to improvement (e.g., critical race theory; adaptive leadership), and examination of how personal triggers about diversity and equity affect students' work as coaches. Class will operate as a high-level seminar, in which we will consult and learn from each other regarding our dilemmas of practice. Students will leave the course with practical coaching experience and nuanced understandings of the challenges and opportunities of working for diversity and equity at district, charter management organization, and school levels.

Permission of instructor required. The practicum is intended for doctoral students and master's students with at least three years of experience with organizational improvement, coaching, leadership, and/or diversity and equity work. Classes will meet every other Friday afternoon, as well as for two day-long Saturday workshops/ conferences that will include our school and system partners. Students will work in pairs as coaches working with a school and the system (district or charter management organization) that it operates in. Students can expect to be in the field for roughly 3 hours/week spread out over the school year--approximately 80 hours over the year. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Content	civil rights
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Content	social justice
HGSE: Content	process improvement
HGSE: Content	race/ethnicity
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	quest speaker(s)
HGSE: Content	school reform
HGSE: Competencies	think strategically
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Content	critical theory
HGSE: Pedagogy	field-based project
HGSE: Content	system-level leadership
HGSE: Content	strategic planning
HGSE: Content	identity
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	engage families
HGSE: Content	partnerships
HGSE: Content	families

Education A371Y Section: S02

Practicum in Coaching for Equity and Diversity in Schools and Systems (203849)

Lee Teitel

2016 Fall (2 Credits)

Schedule:

W 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) In 1974, Justice Thurgood Marshall wrote, "Unless our children begin to learn together, then there is little hope that our people will ever learn to live together." Those words feel prophetic in a country with increasingly resegregated schools, routine police violence against people of color, and escalating racist political rhetoric. But

there is a growing interest in fighting these trends--in supporting diverse and equitable schools that provide better academic and social outcomes for all students. The course focuses on how to do that—how to work as a coach to help racially and economically diverse district and charter schools develop quality integrated experiences for students. Coaches will work in pairs with a collaborating district or charter management organization and with one school within it, using an integration improvement process developed at HGSE. They will learn how to enter their setting, assess current progress and capacity, and help partners articulate a vision of equity and diversity, diagnose their current reality, and plan and implement improvements. Class sessions will include history and multiple perspectives on integration, systemic approaches to improvement (e.g., critical race theory; adaptive leadership), and examination of how personal triggers about diversity and equity affect students' work as coaches. Class will operate as a high-level seminar, in which we will consult and learn from each other regarding our dilemmas of practice. Students will leave the course with practical coaching experience and nuanced understandings of the challenges and opportunities of working for diversity and equity at district, charter management organization, and school levels.

Permission of instructor required. The practicum is intended for doctoral students and master's students with at least three years of experience with organizational improvement, coaching, leadership, and/or diversity and equity work. Classes will meet every other Friday afternoon, as well as for two day-long Saturday workshops/ conferences that will include our school and system partners. Students will work in pairs as coaches working with a school and the system (district or charter management organization) that it operates in. Students can expect to be in the field for roughly 3 hours/week spread out over the school year--approximately 80 hours over the year. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	process improvement
HGSE: Competencies	collaborate
HGSE: Competencies	engage families
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Content	critical theory
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Content	school reform
HGSE: Content	civil rights
HGSE: Competencies	engage in difficult conversations
HGSE: Content	partnerships
HGSE: Content	race/ethnicity
HGSE: Pedagogy	simulation/role play
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Competencies	think strategically
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social justice
HGSE: Content	strategic planning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	facilitate group process
HGSE: Content	system-level leadership
HGSE: Content	families
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

Education A372Y Section: 01

Practicum in Coaching for Equity and Diversity in Schools and Systems (203850)

Lee Teitel

2017 Spring (2 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: None

Enrollment Cap:

12

(New course.) In 1974, Justice Thurgood Marshall wrote, "Unless our children begin to learn together, then there is little hope that our people will ever learn to live together." Those words feel prophetic in a country with increasingly re-segregated schools, routine police violence against people of color, and escalating racist political rhetoric. But there is a growing interest in fighting these trends--in supporting diverse and equitable schools that provide better academic and social outcomes for all students. The course focuses on how to do that—how to work as a coach to help racially and economically diverse district and charter schools develop quality integrated experiences for students. Coaches will work in pairs with a collaborating district or charter management organization and with one school within it, using an integration improvement process developed at HGSE. They will learn how to enter their setting, assess current progress and capacity, and help partners articulate a vision of equity and diversity, diagnose their current reality, and plan and implement improvements. Class sessions will include history and multiple perspectives on integration, systemic approaches to improvement (e.g., critical race theory; adaptive leadership), and examination of how personal triggers about diversity and equity affect students' work as coaches. Class will operate as a high-level seminar, in which we will consult and learn from each other regarding our dilemmas of practice. Students will leave the course with practical coaching experience and nuanced understandings of the challenges and opportunities of working for diversity and equity at district, charter management organization, and school levels.

Permission of instructor required. The practicum is intended for doctoral students and master's students with at least three years of experience with organizational improvement, coaching, leadership, and/or diversity and equity work. Classes will meet every other Friday afternoon, as well as for two day-long Saturday workshops/ conferences that will include our school and system partners. Students will work in pairs as coaches working with a school and the system (district or charter management organization) that it operates in. Students can expect to be in the field for roughly 3 hours/week spread out over the school year--approximately 80 hours over year. Enrollment procedure will be posted on the course website.

Class Notes:

There will be one, all-day workshop/conference on Saturday in the spring.
 Course will meet on alternate weeks.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	race/ethnicity
HGSE: Pedagogy	peer learning
HGSE: Content	families
HGSE: Pedagogy	simulation/role play
HGSE: Content	critical theory
HGSE: Competencies	build partnership
HGSE: Competencies	facilitate group process
HGSE: Content	partnerships
HGSE: Pedagogy	experiential learning
HGSE: Content	school reform
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	identity
HGSE: Pedagogy	reflective writing
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	process improvement
HGSE: Content	civil rights
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically
HGSE: Competencies	engage families
HGSE: Content	strategic planning

HGSE: Content	system-level leadership
HGSE: Pedagogy	field-based project

Education A397Y Section: 01

Leading for Equity and Diversity in Integrated Schools: A Field Course (203722)

Lee Teitel

2016 Fall (2 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

Even as education researchers continue to chronicle the resegregation of U.S. schools, there is a growing movement to support the creation of schools--both district and charter--that are consciously integrated across lines of race/ethnicity and social class. This course places these efforts in the complex history and politics of race in America. It examines the benefits and costs of desegregated and integrated schools from multiple perspectives, including the mixed, and often negative, experiences people of color have had during prior efforts at desegregation. The course draws on diagnostic tools and improvement frameworks from Harvard's Reimagining Integration: The Diverse and Equitable Schools Project that help schools, districts, and charter management organizations get clearer about what diversity and equity mean in their schools and how to attain them. Our field partners are local diverse district or charter schools and in this "policy and practice laboratory" course, students will work in small teams to document and support them as they design, plan, and implement year-long efforts to achieve equity and take better advantage of the diversity in their setting. Class sessions will be interactive, including case studies, workshops on relevant themes (e.g., critical race theory), guest speakers, and consultations on field work and individual leadership projects. The course provides personal learning for students about themselves as leaders—how their personal experiences, values, biases, and beliefs shape them as they develop the skills to enter a setting, diagnose its equity and diversity, and work as a transformative leader to help it improve.

Permission of instructor required. Enrollment is limited due to field-based nature of this policy and practice laboratory course. A-397Y will meet (with some minor exceptions) every other Tuesday, as well as for one day-long Saturday workshops/conferences that will include our school partners. Due to the practice-based nature of the course, students should plan on spending approximately three hours a week over the year (roughly 80 hours total) working in a team with two or three other students documenting and supporting the work at their field site. A-397Y and A-398Y were formerly yearlong course A-397. Enrollment procedure will be posted on the course website.

Class Notes:

Class meets on alternating Tuesdays, with one exception. Class also meets on Saturday, September 17.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Content	action research
HGSE: Competencies	practice equity and inclusion
HGSE: Content	innovation
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	teams
HGSE: Content	partnerships
HGSE: Competencies	conduct an interview
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collect qualitative data
HGSE: Competencies	build partnership

HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Content	community
HGSE: Competencies	write a policy memo
HGSE: Content	race/ethnicity
HGSE: Pedagogy	field-based project
HGSE: Content	social justice
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	identity
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	engage in difficult conversations

Education A397Y Section: S01

Leading for Equity and Diversity in Integrated Schools: A Field Course (203722)

Lee Teitel

2016 Fall (2 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Even as education researchers continue to chronicle the resegregation of U.S. schools, there is a growing movement to support the creation of schools--both district and charter--that are consciously integrated across lines of race/ethnicity and social class. This course places these efforts in the complex history and politics of race in America. It examines the benefits and costs of desegregated and integrated schools from multiple perspectives, including the mixed, and often negative, experiences people of color have had during prior efforts at desegregation. The course draws on diagnostic tools and improvement frameworks from Harvard's Reimagining Integration: The Diverse and Equitable Schools Project that help schools, districts, and charter management organizations get clearer about what diversity and equity mean in their schools and how to attain them. Our field partners are local diverse district or charter schools and in this "policy and practice laboratory" course, students will work in small teams to document and support them as they design, plan, and implement year-long efforts to achieve equity and take better advantage of the diversity in their setting. Class sessions will be interactive, including case studies, workshops on relevant themes (e.g., critical race theory), guest speakers, and consultations on field work and individual leadership projects. The course provides personal learning for students about themselves as leaders—how their personal experiences, values, biases, and beliefs shape them as they develop the skills to enter a setting, diagnose its equity and diversity, and work as a transformative leader to help it improve.

Permission of instructor required. Enrollment is limited due to field-based nature of this policy and practice laboratory course. A-397Y will meet (with some minor exceptions) every other Tuesday, as well as for one day-long Saturday workshops/conferences that will include our school partners. Due to the practice-based nature of the course, students should plan on spending approximately three hours a week over the year (roughly 80 hours total) working in a team with two or three other students documenting and supporting the work at their field site. A-397Y and A-398Y were formerly yearlong course A-397. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	community
HGSE: Content	innovation
HGSE: Competencies	collect qualitative data
HGSE: Competencies	think strategically
HGSE: Competencies	write a policy memo
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social justice
HGSE: Competencies	build partnership

HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	conduct an interview
HGSE: Content	partnerships
HGSE: Content	leadership
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project
HGSE: Competencies	analyze qualitative data
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	facilitate group process
HGSE: Content	teams
HGSE: Content	race/ethnicity
HGSE: Pedagogy	reflective writing
HGSE: Content	action research
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Content	identity

Education A397Y Section: S02

Leading for Equity and Diversity in Integrated Schools: A Field Course (203722)

Lee Teitel

2016 Fall (2 Credits)

Schedule:

W 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Even as education researchers continue to chronicle the resegregation of U.S. schools, there is a growing movement to support the creation of schools--both district and charter--that are consciously integrated across lines of race/ethnicity and social class. This course places these efforts in the complex history and politics of race in America. It examines the benefits and costs of desegregated and integrated schools from multiple perspectives, including the mixed, and often negative, experiences people of color have had during prior efforts at desegregation. The course draws on diagnostic tools and improvement frameworks from Harvard's Reimagining Integration: The Diverse and Equitable Schools Project that help schools, districts, and charter management organizations get clearer about what diversity and equity mean in their schools and how to attain them. Our field partners are local diverse district or charter schools and in this "policy and practice laboratory" course, students will work in small teams to document and support them as they design, plan, and implement year-long efforts to achieve equity and take better advantage of the diversity in their setting. Class sessions will be interactive, including case studies, workshops on relevant themes (e.g., critical race theory), guest speakers, and consultations on field work and individual leadership projects. The course provides personal learning for students about themselves as leaders—how their personal experiences, values, biases, and beliefs shape them as they develop the skills to enter a setting, diagnose its equity and diversity, and work as a transformative leader to help it improve.

Permission of instructor required. Enrollment is limited due to field-based nature of this policy and practice laboratory course. A-397Y will meet (with some minor exceptions) every other Tuesday, as well as for one day-long Saturday workshops/conferences that will include our school partners. Due to the practice-based nature of the course, students should plan on spending approximately three hours a week over the year (roughly 80 hours total) working in a team with two or three other students documenting and supporting the work at their field site. A-397Y and A-398Y were formerly yearlong course A-397. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	build partnership
HGSE: Content	action research
HGSE: Content	identity
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	design thinking
HGSE: Competencies	engage in difficult conversations
HGSE: Content	teams
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	develop a theory of action
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	innovation
HGSE: Content	leadership
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	conduct an interview
HGSE: Content	diversity equity inclusion
HGSE: Content	community
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	collaborate
HGSE: Content	race/ethnicity
HGSE: Competencies	collect qualitative data
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Competencies	write a policy memo
HGSE: Content	partnerships

Education A398Y Section: 01

Leading for Equity and Diversity in Integrated Schools: A Field Course (203723)

Lee Teitel

2017 Spring (2 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

20

Even as education researchers continue to chronicle the resegregation of U.S. schools, there is a growing movement to support the creation of schools--both district and charter--that are consciously integrated across lines of race/ethnicity and social class. This course places these efforts in the complex history and politics of race in America. It examines the benefits and costs of desegregated and integrated schools from multiple perspectives, including the mixed, and often negative, experiences people of color have had during prior efforts at desegregation. The course draws on diagnostic tools and improvement frameworks from Harvard's Reimagining Integration: The Diverse and Equitable Schools Project that help schools, districts, and charter management organizations get clearer about what diversity and equity mean in their schools and how to attain them. Our field partners are local diverse district or charter schools and in this "policy and practice laboratory" course, students will work in small teams to document and support them as they design, plan, and implement year-long efforts to achieve equity and take better advantage of the diversity in their setting. Class sessions will be interactive, including case studies, workshops on relevant themes (e.g., critical race theory), guest speakers, and consultations on field work and

individual leadership projects. The course provides personal learning for students about themselves as leaders—how their personal experiences, values, biases, and beliefs shape them as they develop the skills to enter a setting, diagnose its equity and diversity, and work as a transformative leader to help it improve.

Permission of instructor required. Enrollment is limited due to field-based nature of this policy and practice laboratory course. A-398Y will meet (with some minor exceptions) every other Tuesday, as well as for one day-long Saturday workshops/conferences that will include our school partners. Due to the practice-based nature of the course, students should plan on spending approximately three hours a week over the year (roughly 80 hours total) working in a team with two or three other students documenting and supporting the work at their field site. A-397Y and A-398Y were formerly yearlong course A-397. Enrollment procedure will be posted on the course website.

Class Notes: Class meets on alternate Tuesdays.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Content	teams
HGSE: Competencies	write a policy memo
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	develop a theory of action
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Content	action research
HGSE: Content	leadership
HGSE: Content	race/ethnicity
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	design thinking
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	partnerships
HGSE: Content	innovation
HGSE: Competencies	think strategically
HGSE: Content	community
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Pedagogy	reflective writing
HGSE: Content	social justice
HGSE: Competencies	collect qualitative data
HGSE: Content	identity
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	team-based learning

Education A412 Section: 01

The History of American Higher Education (180218)

Julie Reuben

2016 Fall (4 Credits)

Schedule:

TR 0830 AM - 0959 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This course examines the development of American higher education from the colonial period to the present. It focuses on several key questions: How have the purpose(s) of higher education been understood over time? How have ideas about the purpose(s) of higher education been translated into various institutional forms? How have institutions of higher education been shaped by the larger society and what impact has higher education has on society? How have the students' and their experiences in higher education changed overtime? In addition to gaining understanding of the history of colleges and universities, this course will give students a broader perspective on contemporary practices and problems in higher education and will help them further develop their analytic reading and writing skills.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	small-group discussion
HGSE: Content	higher-education access
HGSE: Content	history
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	research project
HGSE: Competencies	analyze arguments
HGSE: Content	higher education
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data

Education A412 Section: S002

The History of American Higher Education (180218)

Julie Reuben

2016 Fall (4 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: None

Enrollment Cap:

0

This course examines the development of American higher education from the colonial period to the present. It focuses on several key questions: How have the purpose(s) of higher education been understood over time? How have ideas about the purpose(s) of higher education been translated into various institutional forms? How have institutions of higher education been shaped by the larger society and what impact has higher education has on society? How have the students' and their experiences in higher education changed overtime? In addition to gaining understanding of the history of colleges and universities, this course will give students a broader perspective on contemporary practices and problems in higher education and will help them further develop their analytic reading and writing skills.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	history
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	write a policy memo
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	higher-education access
HGSE: Content	social contexts
HGSE: Content	higher education

HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	research project

Education A412 Section: S01

The History of American Higher Education (180218)

Julie Reuben

2016 Fall (4 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: None

Enrollment Cap:

0

This course examines the development of American higher education from the colonial period to the present. It focuses on several key questions: How have the purpose(s) of higher education been understood over time? How have ideas about the purpose(s) of higher education been translated into various institutional forms? How have institutions of higher education been shaped by the larger society and what impact has higher education has on society? How have the students' and their experiences in higher education changed overtime? In addition to gaining understanding of the history of colleges and universities, this course will give students a broader perspective on contemporary practices and problems in higher education and will help them further develop their analytic reading and writing skills.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	analyze qualitative data
HGSE: Content	higher-education access
HGSE: Pedagogy	research project
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a policy memo
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	higher education
HGSE: Content	history
HGSE: Pedagogy	lecture

Education A418 Section: 01

The History of Schooling in America (180220)

Julie Reuben

2017 Spring (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Contemporary education has deep roots in the past--roots that shape the purposes, practices, and organization of our educational system and determine, in part, the possibilities for educational reform. This course seeks to understand those roots. It examines the history of primary and secondary schooling from the colonial period to the present. It explores both periods of significant transformation and the forces that have produced continuity over time. It considers the interaction between educational practices and the larger cultural, social, economic, and political context. Themes include struggles over local versus centralized control of schools, the professionalization of teaching and the development of educational bureaucracies, changes in pedagogy and curriculum, public and private purposes of education, expansion of access to schooling, and debates over the incorporation of diverse groups of students.

Jointly offered at the Faculty of Arts and Sciences as HIST 2450.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Content	history
HGSE: Content	race/ethnicity
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	research project
HGSE: Competencies	analyze arguments
HGSE: Content	social contexts
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	peer learning

Education A501 Section: 01

Negotiation Workshop (203733)

Gillien Todd

Deborah Goldstein

2017 Spring (0 Credits)

Schedule:

MTWRF 0830 AM - 0529 PM

Instructor Permissions: Instructor

Enrollment Cap:

48

(New course.) This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in most class sessions. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. We will cover negotiation topics such as preparation, value creation, distribution, difficult tactics, advanced listening, difficult conversations, and multiparty negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in *Getting to Yes* and other texts. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. Written work will consist of regular self-reflective journal assignments. Class will be structured as two small working groups of 24 students each, which will join together for lectures and other exercises. This is a team-taught course – and all faculty have taught the flagship Negotiation Workshop at Harvard Law School.

Permission of instructors required. Enrollment is limited to 48. Application procedure will be posted on course website and explained at shopping session. Must be taken Satisfactory/No Credit. Because this is offered post-Spring semester, it will not be eligible for credit towards a May 2017 degree.

Class Notes:

Class meets intensively during the week between Spring finals and University Commencement (May 15-19, 2017). This course may not be used to fulfill graduation credit requirements towards a May 2017 degree; there are no exceptions.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning

HGSE: Content	negotiation
HGSE: Pedagogy	team-based learning
HGSE: Content	leadership

Education A501 Section: 01

Negotiation Workshop (203733)

Gillien Todd

Deborah Goldstein

2016 Fall (4 Credits)

Schedule:

M 0200 PM - 0529 PM

Instructor Permissions: Instructor

Enrollment Cap:

48

(New course.) This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in most class sessions. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. We will cover negotiation topics such as preparation, value creation, distribution, difficult tactics, advanced listening, difficult conversations, and multiparty negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in *Getting to Yes* and other texts. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. Written work will consist of regular self-reflective journal assignments. Class will be structured as two small working groups of 24 students each, which will join together for lectures and other exercises. This is a team-taught course – and all faculty have taught the flagship Negotiation Workshop at Harvard Law School.

Permission of instructors required. Enrollment is limited to 48. Application procedure will be posted on course website and explained at shopping session. Must be taken Satisfactory/No Credit.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Content	negotiation
HGSE: Content	leadership
HGSE: Pedagogy	peer learning

Education A501 Section: S01

Negotiation Workshop (203733)

Gillien Todd

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: None

Enrollment Cap:

0

(New course.) This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in most class sessions. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. We will cover negotiation topics such as preparation, value creation, distribution, difficult tactics, advanced listening, difficult conversations, and multiparty negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in *Getting to Yes* and other texts. A central feature of the course

will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. Written work will consist of regular self-reflective journal assignments. Class will be structured as two small working groups of 24 students each, which will join together for lectures and other exercises. This is a team-taught course – and all faculty have taught the flagship Negotiation Workshop at Harvard Law School.

Permission of instructors required. Enrollment is limited to 48. Application procedure will be posted on course website and explained at shopping session. Must be taken Satisfactory/No Credit.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	negotiation
HGSE: Pedagogy	experiential learning

Education A501 Section: S02

Negotiation Workshop (203733)

Gillien Todd

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: None

Enrollment Cap:

0

(New course.) This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in most class sessions. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. We will cover negotiation topics such as preparation, value creation, distribution, difficult tactics, advanced listening, difficult conversations, and multiparty negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in *Getting to Yes* and other texts. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. Written work will consist of regular self-reflective journal assignments. Class will be structured as two small working groups of 24 students each, which will join together for lectures and other exercises. This is a team-taught course – and all faculty have taught the flagship Negotiation Workshop at Harvard Law School.

Permission of instructors required. Enrollment is limited to 48. Application procedure will be posted on course website and explained at shopping session. Must be taken Satisfactory/No Credit.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Content	negotiation
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	simulation/role play

Education A607 Section: 01

Organizational Leadership and Management in K-12 Schools and Systems (180236)

Ebony Bridwell-Mitchell

2017 Spring (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

What does it take to run an effective school? What motivates teachers, makes them committed to their work, and helps them be successful in teams? Which organizational structures are most effective for accomplishing performance goals? How do you build a strong school culture and navigate power dynamics in informal networks? How do you manage external pressures and build effective partnerships? This course is designed to help future school, system, and sector level leaders answer such questions. Through interactive lectures, group activities, and case discussion, this course introduces students to major organization and management principles, which influence school operations and outcomes. By the end of the course, students will have gained the core content knowledge and analytical skills to better understand how school organizations work, and how school improvement policies can be better implemented in organizational contexts.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A608 Section: 01

Leadership, Entrepreneurship, and Learning (180237)

Monica Higgins

2016 Fall (4 Credits)

Schedule:

TR 0830 AM - 0959 AM

Instructor Permissions: Instructor**Enrollment Cap:**

60

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well.

Permission of instructor required. Enrollment is limited to 60 students per section. Required for first -year Ed.L.D. students who must take the 8:30 a.m. section. For remaining spaces, admission is by lottery, with HGSE students given preference. Please note that the course is offered twice: once at 8:30 a.m. and once at 10:00 a.m. A small number of spaces may be available to cross-registrants. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	accountability
HGSE: Content	innovation
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Pedagogy	case-method learning
HGSE: Content	organizations

HGSE: Content	nonprofits
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	negotiation
HGSE: Pedagogy	team-based learning
HGSE: Content	psychology
HGSE: Content	community
HGSE: Content	scaling
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	values
HGSE: Competencies	think strategically
HGSE: Content	relationships
HGSE: Content	career development
HGSE: Competencies	make a presentation
HGSE: Content	decision-making
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social justice
HGSE: Content	strategic planning
HGSE: Content	culture
HGSE: Content	identity
HGSE: Competencies	build partnership
HGSE: Content	principals
HGSE: Content	motivation
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collaborate
HGSE: Content	partnerships
HGSE: Content	school reform
HGSE: Content	process improvement
HGSE: Content	higher education
HGSE: Competencies	develop a theory of action
HGSE: Content	ethics
HGSE: Content	entrepreneurship
HGSE: Content	teachers
HGSE: Content	group dynamics
HGSE: Content	pedagogy
HGSE: Content	diversity equity inclusion
HGSE: Content	system-level leadership

Education A608 Section: 02

Leadership, Entrepreneurship, and Learning (180237)

Monica Higgins

2016 Fall (4 Credits)

Schedule:

TR 1000 AM - 1129 AM

Instructor Permissions: Instructor

Enrollment Cap:

60

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well.

Permission of instructor required. Enrollment is limited to 60 students per section. Required for first -year Ed.L.D. students who must take the 8:30 a.m. section. For remaining spaces, admission is by lottery, with HGSE students given preference. Please note that the course is offered twice: once at 8:30 a.m. and once at 10:00 a.m. A small number of spaces may be available to cross-registrants. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	negotiation
HGSE: Content	leadership
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	identity
HGSE: Content	partnerships
HGSE: Content	pedagogy
HGSE: Content	decision-making
HGSE: Competencies	build partnership
HGSE: Content	psychology
HGSE: Content	motivation
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	culture
HGSE: Competencies	think strategically
HGSE: Content	teams
HGSE: Content	nonprofits
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collaborate
HGSE: Content	ethics
HGSE: Content	innovation
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Content	values
HGSE: Content	principals
HGSE: Content	system-level leadership
HGSE: Pedagogy	team-based learning
HGSE: Content	social justice
HGSE: Content	higher education
HGSE: Content	organizations
HGSE: Content	career development
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Content	process improvement
HGSE: Content	teachers
HGSE: Competencies	develop a theory of action
HGSE: Content	group dynamics
HGSE: Content	diversity equity inclusion
HGSE: Content	adult development
HGSE: Content	entrepreneurship
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	community
HGSE: Content	scaling
HGSE: Content	strategic planning
HGSE: Content	accountability

Education A608 Section: S01

Leadership, Entrepreneurship, and Learning (180237)

Monica Higgins

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well.

Permission of instructor required. Enrollment is limited to 60 students per section. Required for first -year Ed.L.D. students who must take the 8:30 a.m. section. For remaining spaces, admission is by lottery, with HGSE students given preference. Please note that the course is offered twice: once at 8:30 a.m. and once at 10:00 a.m. A small number of spaces may be available to cross-registrants. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	build partnership
HGSE: Content	higher education
HGSE: Competencies	develop a theory of action
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	pedagogy
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a research/analytic paper
HGSE: Content	scaling
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	simulation/role play
HGSE: Content	school reform
HGSE: Competencies	think strategically
HGSE: Content	organizations
HGSE: Content	decision-making
HGSE: Content	adult development
HGSE: Content	entrepreneurship
HGSE: Pedagogy	case-method learning
HGSE: Content	values
HGSE: Content	teachers
HGSE: Content	principals
HGSE: Content	community
HGSE: Competencies	make a presentation
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	negotiation
HGSE: Content	ethics
HGSE: Content	innovation
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	psychology
HGSE: Content	relationships
HGSE: Content	motivation
HGSE: Competencies	collaborate

HGSE: Content	partnerships
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	strategic planning
HGSE: Content	accountability
HGSE: Content	social justice
HGSE: Content	process improvement
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	nonprofits
HGSE: Content	group dynamics
HGSE: Content	leadership
HGSE: Content	system-level leadership

Education A608 Section: S02

Leadership, Entrepreneurship, and Learning (180237)

Monica Higgins

2016 Fall (4 Credits)

Schedule:

W 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well.

Permission of instructor required. Enrollment is limited to 60 students per section. Required for first-year Ed.L.D. students who must take the 8:30 a.m. section. For remaining spaces, admission is by lottery, with HGSE students given preference. Please note that the course is offered twice: once at 8:30 a.m. and once at 10:00 a.m. A small number of spaces may be available to cross-registrants. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social justice
HGSE: Competencies	write a research/analytic paper
HGSE: Content	group dynamics
HGSE: Content	scaling
HGSE: Content	negotiation
HGSE: Content	identity
HGSE: Content	pedagogy
HGSE: Content	school reform
HGSE: Content	organizations
HGSE: Competencies	make a presentation
HGSE: Competencies	develop a theory of action
HGSE: Content	strategic planning
HGSE: Content	innovation
HGSE: Content	leadership
HGSE: Content	entrepreneurship
HGSE: Content	process improvement
HGSE: Content	teachers

HGSE: Content	social contexts
HGSE: Content	higher education
HGSE: Content	principals
HGSE: Content	community
HGSE: Content	partnerships
HGSE: Content	decision-making
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	collaborate
HGSE: Pedagogy	simulation/role play
HGSE: Content	values
HGSE: Competencies	think strategically
HGSE: Content	motivation
HGSE: Content	accountability
HGSE: Content	adult development
HGSE: Competencies	diagnose complex problems
HGSE: Content	diversity equity inclusion
HGSE: Content	ethics
HGSE: Content	system-level leadership
HGSE: Content	psychology
HGSE: Content	teams
HGSE: Content	nonprofits
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	culture

Education A610A Section: 01

Workplace Learning and Leadership Development, and Technology (180241)

Andrew Moffit

2017 Spring (2 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Learning and leadership development of employees is increasingly embraced as a key driver of business performance. Indeed, employee capability-building--when aligned with overall business strategy--now is a top priority for CEOs globally. And the imperative to build employee capabilities is only accelerating as new technologies and globalization rapidly redefine the skills and capabilities required for current jobs, and create entirely new roles. The proliferation of technology-enabled tools--coupled with advances in adult development and cognitive science--is sparking a transformation in learning and leadership development strategies of some leading companies, enabling a "learning every day, everywhere" approach. Yet, many have only begun to transition from the traditional focus on in-person training courses to a blended, heavily digitally-delivered approach, leaving a major performance improvement opportunity. Students will learn to design a comprehensive strategy for learning and leadership development, aligned with overall business strategy, including approaches for successful implementation and change management. This course will survey key trends in technology-enabled learning and leadership development, including digitization, personalization and work-embedding, and explore related insights in adult development and cognitive science. Students will explore technology-enabled tools and approaches in the marketplace today--such as e-learning modules, MOOCs, wikis, learning management systems, social networks, simulations and serious games, virtual coaches, videos, and interactive media. Working in groups, students will design a learning and leadership development strategy to meet priority capability needs (e.g., problem-solving abilities, technical skills, industry trends) for onboarding employees at a fictional company.

Permission of instructor required. Limited to 25 students to ensure sufficient opportunities for robust engagement and involvement. Priority given to HGSE degree students. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A612 Section: 01

Organizing: People, Power, Change (180242)

Marshall Ganz

2017 Spring (4 Credits)

Schedule:

TR 0115 PM - 0229 PM

Instructor Permissions: Instructor**Enrollment Cap:**

30

"In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others," de Tocqueville observed. Fulfilling the democratic promise of equity, accountability and inclusion requires the participation of an "organized" citizenry that can articulate and assert its shared interests effectively. We can use the practice of organizing to engage others in confronting major public challenges by enabling muted voices to be heard, values to be translated into action, and political will to mobilize. Leadership in organizing requires accepting responsibility to enable others to achieve shared purpose in the face of uncertainty. Organizers ask three questions: who are my people, what is their challenge, and how can they turn resources they have into the power they need to meet that challenge. In this course, students accept responsibility for organizing a "constituency" to achieve an outcome by the end of the semester. Students learn as reflective practitioners of leadership of their campaign: building relationships committed to common purpose; turning value into motivated action through narrative; strategizing to turn resources into the power to achieve outcomes; taking effective action; and structuring leadership collaboratively.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as MLD-377.

Class Notes:

Class will meet at the Harvard Kennedy School, Littauer Building, 140.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Content	coaching
HGSE: Content	politics
HGSE: Content	motivation
HGSE: Competencies	engage families
HGSE: Content	partnerships
HGSE: Content	ethnic studies
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	curriculum development
HGSE: Content	community
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	social development
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Competencies	facilitate group process
HGSE: Content	civic engagement
HGSE: Pedagogy	internship
HGSE: Content	social justice
HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Content	lgbtq

HGSE: Competencies	make a presentation
HGSE: Competencies	deliver a lesson
HGSE: Competencies	collaborate
HGSE: Content	group dynamics
HGSE: Content	strategic planning
HGSE: Pedagogy	project-based learning
HGSE: Content	values
HGSE: Content	relationships
HGSE: Content	nonprofits
HGSE: Content	learning and teaching
HGSE: Content	civil rights
HGSE: Competencies	make a speech
HGSE: Content	culture
HGSE: Content	pedagogy
HGSE: Competencies	develop a theory of action
HGSE: Content	race/ethnicity
HGSE: Content	teaching for understanding
HGSE: Content	teams
HGSE: Content	identity
HGSE: Content	learning differences
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	experiential learning
HGSE: Content	gender
HGSE: Content	organizations
HGSE: Content	immigration
HGSE: Competencies	engage in difficult conversations
HGSE: Content	history
HGSE: Content	negotiation
HGSE: Content	innovation
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	design thinking

Education A613 Section: 01

Social Relationships and Networks in School Organizations (180243)

Ebony Bridwell-Mitchell

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 36

Schools, like all organizations, are social systems. This means successful school outcomes cannot be achieved by simply having the right policies, programs, and routines. Social relationships also matter for school outcomes. This course uses the conceptual, analytical, and technical tools of social network analysis to help students think more systematically about how social relationships in schools matter. By the end of the course students will be able to answer questions such as: How does the strength of teachers' relationships to one another affect their instructional practice? Why do different kinds of social relationships evolve in different contexts? How do the features of a school's social network affect policy implementation, advice seeking, and social capital? How can the dynamics of social relationships and networks be leveraged to better design and evaluate effective reform policies? As part of the course, students will be introduced to the social network software UCINET and will apply their knowledge to identify ways to improve schools at the building, system, or sector level.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A618 Section: 01

Adaptive Leadership: Power, Identity, and Social Change (203862)

Candice Crawford-Zakian

2017 Spring (4 Credits)

Schedule:

MW 1000 AM - 1129 AM

Instructor Permissions: Instructor**Enrollment Cap:**

40

(New course.) How do group dynamics and social identity interact with leadership? What overt and covert dynamics come to life in diverse groups that influence our ability to access power, exercise leadership, and mobilize followership? How can we learn to identify those dynamics and then enhance the effectiveness of our leadership actions in diverse groups? This course will explore these questions and provide opportunities to learn about fundamental patterns that emerge in groups and influence progress. Participants will have opportunities to discover, explore, and examine these questions through methods that are personally salient and relevant to their institutional contexts and leadership aspirations. Using concepts from psychology and adaptive leadership, this course will examine facets of social identity and psychological "othering," in relation to authority, power and the exercise of leadership. Participants will learn to examine social systems through the lens of social and psychodynamic psychology and apply core concepts in adaptive leadership to promote adaptive change. The course utilizes methods of "case-in-point" experiential learning, whereby the classroom becomes a learning laboratory, as well as individual exploratory learning exercises, case method, and traditional lecture.

Permission of instructor required. Enrollment is limited to 32. Enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A702 Section: 01

Proseminar in Higher Education (180258)

Judith McLaughlin

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 1159 AM

Instructor Permissions: Instructor**Enrollment Cap:**

56

This proseminar is designed to examine the core values, structures, processes, language, and personnel of American higher education; to enhance students' understanding of critical issues facing colleges and universities and their repertoire of strategies and management skills for tackling those issues; and to stimulate students' reflection about possible career options and professional networks.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Higher Education Program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	conduct an interview
HGSE: Content	culture

HGSE: Content	leadership
HGSE: Competencies	write a case study
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social contexts
HGSE: Content	decision-making
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	higher education
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion

Education A702 Section: S01

Proseminar in Higher Education (180258)

Judith McLaughlin

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This proseminar is designed to examine the core values, structures, processes, language, and personnel of American higher education; to enhance students' understanding of critical issues facing colleges and universities and their repertoire of strategies and management skills for tackling those issues; and to stimulate students' reflection about possible career options and professional networks.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Higher Education Program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	decision-making
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social contexts
HGSE: Content	higher education
HGSE: Competencies	conduct an interview
HGSE: Competencies	write a case study
HGSE: Content	culture

Education A710A Section: 01

Academic Life: Understanding Faculty and Academic Administration (203597)

Kiernan Mathews

2017 Spring (2 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

30

(New course.) If college faculty are the most important actors in higher education, they may also be the most misunderstood. This module explores the experience of being a faculty member and engages students in a critical analysis of faculty career trajectories up the ladder ranks, including alternative paths in academic administration and off the tenure track. The course draws on organizational theory to examine the academic profession through a variety of lenses. Students will consider the working expectations and conditions of faculty throughout their careers, and how these may vary by individual identity, institutional context, and disciplinary norms. In order to prepare students to engage constructively and supportively with faculty members, the module illuminates the sometimes mysterious practices, policies, rituals, symbols, incentives, politics, and developmental pathways that describe academic life.

Permission of instructor required. Enrollment is limited. While this course is recommended particularly for master's and doctoral students interested in higher education, it will also be of interest to doctoral students from across the university seeking greater clarity on what to expect in their careers as faculty and to professional staff and administrators seeking a better understanding of the faculty perspective.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	higher education
HGSE: Content	organizations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	understand data
HGSE: Content	culture

Education A710B Section: 01

Mission and Money: Institutional Advancement in Higher Education (180266)

Joseph Zolner

2016 Fall (2 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This module provides a conceptual and practical overview of the institutional advancement function within colleges and universities, with particular emphasis on the role of institutional advancement in shaping and implementing comprehensive campus strategy. All three central components of a robust advancement operation (fund raising, alumni relations, and communications) will be considered. Through use of case studies, a segment of the course will examine institutional advancement in action, highlighting how, at their best, resource development activities should complement and reinforce larger campus strategic priorities and objectives. Issues to be considered include: How is the institutional advancement function best designed and managed? To what degree (and under what circumstances) might mission trump market when crafting institutional strategy, or vice versa? What ethical considerations should guide the professional practice of institutional advancement administrators? In-class student debates focusing on two current controversies in institutional advancement will also be conducted. The module draws exclusively on examples and practices from the higher education sector. However, those with broader interests in nonprofit resource development should find course concepts of professional relevance and practical value.

Recommended for Ed.M. students in the Higher Education Program.

Class Notes:

Class meets August 31, September 12, 19, 26, and October 3, 9:00 a.m. - 12:00 noon, and October 17, 9:00 a.m. - 12:30 p.m.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	higher education

HGSE: Content	fundraising
HGSE: Content	nonprofits
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	debate
HGSE: Pedagogy	case-method learning
HGSE: Content	strategic planning
HGSE: Pedagogy	small-group discussion

Education A710B Section: S01

Mission and Money: Institutional Advancement in Higher Education (180266)

Joseph Zolner

2016 Fall (2 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: None

Enrollment Cap:

0

This module provides a conceptual and practical overview of the institutional advancement function within colleges and universities, with particular emphasis on the role of institutional advancement in shaping and implementing comprehensive campus strategy. All three central components of a robust advancement operation (fund raising, alumni relations, and communications) will be considered. Through use of case studies, a segment of the course will examine institutional advancement in action, highlighting how, at their best, resource development activities should complement and reinforce larger campus strategic priorities and objectives. Issues to be considered include: How is the institutional advancement function best designed and managed? To what degree (and under what circumstances) might mission trump market when crafting institutional strategy, or vice versa? What ethical considerations should guide the professional practice of institutional advancement administrators? In-class student debates focusing on two current controversies in institutional advancement will also be conducted. The module draws exclusively on examples and practices from the higher education sector. However, those with broader interests in nonprofit resource development should find course concepts of professional relevance and practical value.

Recommended for Ed.M. students in the Higher Education Program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	strategic planning
HGSE: Content	nonprofits
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	debate
HGSE: Content	fundraising
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	higher education
HGSE: Pedagogy	case-method learning

Education A710B Section: S02

Mission and Money: Institutional Advancement in Higher Education (180266)

Joseph Zolner

2016 Fall (2 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: None

Enrollment Cap:

0

This module provides a conceptual and practical overview of the institutional advancement function within colleges and universities, with particular emphasis on the role of institutional advancement in shaping and implementing

comprehensive campus strategy. All three central components of a robust advancement operation (fund raising, alumni relations, and communications) will be considered. Through use of case studies, a segment of the course will examine institutional advancement in action, highlighting how, at their best, resource development activities should complement and reinforce larger campus strategic priorities and objectives. Issues to be considered include: How is the institutional advancement function best designed and managed? To what degree (and under what circumstances) might mission trump market when crafting institutional strategy, or vice versa? What ethical considerations should guide the professional practice of institutional advancement administrators? In-class student debates focusing on two current controversies in institutional advancement will also be conducted. The module draws exclusively on examples and practices from the higher education sector. However, those with broader interests in nonprofit resource development should find course concepts of professional relevance and practical value.

Recommended for Ed.M. students in the Higher Education Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	case-method learning
HGSE: Content	higher education
HGSE: Competencies	debate
HGSE: Content	strategic planning
HGSE: Content	nonprofits
HGSE: Content	fundraising
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	small-group discussion

Education A710G Section: 01

Intercollegiate Athletics: Implications for Leaders in Higher Education (180270)

James Antony

2016 Fall (2 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

Unlike in other nations, higher education in the United States has a direct, and often, symbiotic, relationship with competitive athletics. This is unique. Only in the United States do we see athletics as a formally affiliated and supported function of a college or university. How this came to be is an interesting part of the history of American higher education. Yet history aside, a critical examination of the role of intercollegiate athletics unveils a host of important issues worthy of serious study. This course will give students the opportunity to learn how athletics became a part of American higher education, what the structure of modern intercollegiate athletics looks like across different institutions, and the implications of sponsoring intercollegiate athletics for a college or university. The course will also delve into the social, moral, and ethical challenges and triumphs posed by intercollegiate athletics, and offer students an opportunity to better appreciate how athletics has shaped, and will continue to shape, American higher education leaders and institutions.

Permission of instructor required. Ed.M. students in the Higher Education Program given preference and will be chosen by lottery. If space remains, an additional lottery will be held. All HGSE students are eligible to participate in this additional lottery.

Class Notes:

Class meets August 31, September 12, 19, 26, and October 3. On September 26 and October 3, class meets 4:00 -8:30 p.m.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A710G Section: S01

Intercollegiate Athletics: Implications for Leaders in Higher Education (180270)

James Antony

2016 Fall (2 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

Unlike in other nations, higher education in the United States has a direct, and often, symbiotic, relationship with competitive athletics. This is unique. Only in the United States do we see athletics as a formally affiliated and supported function of a college or university. How this came to be is an interesting part of the history of American higher education. Yet history aside, a critical examination of the role of intercollegiate athletics unveils a host of important issues worthy of serious study. This course will give students the opportunity to learn how athletics became a part of American higher education, what the structure of modern intercollegiate athletics looks like across different institutions, and the implications of sponsoring intercollegiate athletics for a college or university. The course will also delve into the social, moral, and ethical challenges and triumphs posed by intercollegiate athletics, and offer students an opportunity to better appreciate how athletics has shaped, and will continue to shape, American higher education leaders and institutions.

Permission of instructor required. Ed.M. students in the Higher Education Program given preference and will be chosen by lottery. If space remains, an additional lottery will be held. All HGSE students are eligible to participate in this additional lottery.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A710G Section: S02

Intercollegiate Athletics: Implications for Leaders in Higher Education (180270)

James Antony

2016 Fall (2 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

Unlike in other nations, higher education in the United States has a direct, and often, symbiotic, relationship with competitive athletics. This is unique. Only in the United States do we see athletics as a formally affiliated and supported function of a college or university. How this came to be is an interesting part of the history of American higher education. Yet history aside, a critical examination of the role of intercollegiate athletics unveils a host of important issues worthy of serious study. This course will give students the opportunity to learn how athletics became a part of American higher education, what the structure of modern intercollegiate athletics looks like across different institutions, and the implications of sponsoring intercollegiate athletics for a college or university. The course will also delve into the social, moral, and ethical challenges and triumphs posed by intercollegiate athletics, and offer students an opportunity to better appreciate how athletics has shaped, and will continue to shape, American higher education leaders and institutions.

Permission of instructor required. Ed.M. students in the Higher Education Program given preference and will be chosen by lottery. If space remains, an additional lottery will be held. All HGSE students are eligible to participate in this additional lottery.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A710H Section: 01

Community Colleges and the Advancement of Educational and Economic Opportunity (203735)

Ross Gittel

2017 Spring (2 Credits)

Schedule:

R 0500 PM - 0759 PM

Instructor Permissions: None**Enrollment Cap:**

30

Community colleges were invented to increase access to higher education. Their widespread establishment in the United States during the 1960s and early 1970s was important to meet two strong societal objectives--the economic need for more highly educated workers and the goal of greater equity in higher education. As gateways to higher education, community colleges have provided access to groups that have been traditionally underrepresented in and underserved by four-year colleges and universities. Community college enrollment grew from very small numbers to 2.2 million in 1970 and then to 7.2 million in 2010. Today in the United States, community colleges enroll approximately 10 million students, about 43 percent of all undergraduates. While widely recognized for providing access, community colleges are now being increasingly scrutinized about outcomes for enrolled students. Community colleges do some of the most important and challenging work in higher education: serving a large number of students academically underprepared for college success; working closely with industry to develop a skilled workforce; and forging connections with high schools, bachelor's-awarding colleges, employers, and economic and workforce development agencies. The course will explore the promise, potential and challenges of community colleges and the key dimensions of community college design, administration and leadership. Students will learn through discussions, field-based visits to community colleges, group exercises and role-play, and several short redesign papers.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A710J Section: 01

Using Data to Support Decisionmaking and Improvement in Higher Education (180271)

Matthew Miller

2017 Spring (2 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor**Enrollment Cap:**

30

This module offers a hands-on introduction to the strategic use of data across a range of higher education contexts and administrative roles. In what ways, we will ask, can leaders at all levels within colleges and universities effectively use data in the service of institutional improvement? We will learn methods for descriptive analysis of data and communication of results from surveys, campus information systems, and other sources. Our work in the course assumes that evidence-based improvement efforts within higher-education institutions are complex social, political, and symbolic processes. In these processes, technical skills are only part of what is required to support institutional improvement; leaders and analysts must also build a culture of deliberation using evidence. We will learn to apply information design theories and use a range of software tools to prepare thoughtful analytic products that encourage deliberation, understanding, and informed action.

Permission of instructor required. Enrollment is limited to 30. Ed.M. students in the Higher Education Program given preference. For others, familiarity with U.S. higher education administration required. Prior coursework in statistics not required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	data analysis
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a presentation

HGSE: Pedagogy	field-based project
HGSE: Pedagogy	case-method learning
HGSE: Content	higher education
HGSE: Content	assessment
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop a theory of action
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	descriptive statistics
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	lab sessions
HGSE: Content	higher-education access
HGSE: Content	decision-making
HGSE: Pedagogy	peer learning

Education A710P Section: 01

The Economics of Higher Education: Access, Outcomes, and Competition (180273)

Bridget Long

2016 Fall (2 Credits)

Schedule:

TR 0100 PM - 0229 PM

Instructor Permissions: Instructor

Enrollment Cap:

70

Economic trends, competition, and accountability are multiple challenges facing colleges and universities today. There are constant questions about how to get needed resources, spend in cost-effective ways, and successfully support students. This course will focus on these concerns by examining the critical trends and funding issues facing students and these institutions. We will explore how price, cost, and value shape what is provided, who goes to college, and the outcomes of postsecondary students for the large range of American institutions, from large, national research universities to small, localized community colleges. Course topics include: college revenue sources and expenditures; enrollment management issues such as financial aid and admissions policies; efforts to improve student persistence and success; the impact of ranking systems and growing competition, and the debate about higher education accountability. Although the course will focus on American institutions and trends, we will also discuss international examples when possible. The course will utilize frameworks and theories from economics to better understand the costs, benefits, and incentives colleges and students face and teach the basic principles of research while presenting current research on the economics of higher education.

Permission of instructor required. Enrollment is limited to HGSE degree-seeking students unless permission is given by the instructor. Required for Ed.M. students in the Higher Education Program, but appropriate for anyone interested in higher education policy and/or college access and success.

Class Notes:

Class meets September 1, 8, 15, 22, 29, October 6, and 13.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	community colleges
HGSE: Content	accountability
HGSE: Content	higher-education access
HGSE: Content	college access
HGSE: Content	higher education
HGSE: Competencies	examine trends
HGSE: Content	policy
HGSE: Content	postsecondary education
HGSE: Pedagogy	small-group discussion

HGSE: Competencies	apply economic concepts
HGSE: Content	economics
HGSE: Content	admissions
HGSE: Competencies	understand data
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	lecture
HGSE: Content	financial aid
HGSE: Content	degree completion
HGSE: Competencies	write a research/analytic paper
HGSE: Content	college rankings

Education A710P Section: S01

The Economics of Higher Education: Access, Outcomes, and Competition (180273)

Bridget Long

2016 Fall (2 Credits)

Schedule:

R 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Economic trends, competition, and accountability are multiple challenges facing colleges and universities today. There are constant questions about how to get needed resources, spend in cost-effective ways, and successfully support students. This course will focus on these concerns by examining the critical trends and funding issues facing students and these institutions. We will explore how price, cost, and value shape what is provided, who goes to college, and the outcomes of postsecondary students for the large range of American institutions, from large, national research universities to small, localized community colleges. Course topics include: college revenue sources and expenditures; enrollment management issues such as financial aid and admissions policies; efforts to improve student persistence and success; the impact of ranking systems and growing competition, and the debate about higher education accountability. Although the course will focus on American institutions and trends, we will also discuss international examples when possible. The course will utilize frameworks and theories from economics to better understand the costs, benefits, and incentives colleges and students face and teach the basic principles of research while presenting current research on the economics of higher education.

Permission of instructor required. Enrollment is limited to HGSE degree-seeking students unless permission is given by the instructor. Required for Ed.M. students in the Higher Education Program, but appropriate for anyone interested in higher education policy and/or college access and success.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	college access
HGSE: Competencies	examine trends
HGSE: Content	degree completion
HGSE: Content	policy
HGSE: Content	college rankings
HGSE: Content	economics
HGSE: Pedagogy	lecture
HGSE: Competencies	write a policy memo
HGSE: Content	financial aid
HGSE: Content	higher-education access
HGSE: Content	admissions
HGSE: Competencies	understand data
HGSE: Content	community colleges
HGSE: Content	accountability
HGSE: Pedagogy	small-group discussion
HGSE: Content	higher education
HGSE: Competencies	apply economic concepts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments

HGSE: Competencies	write a research/analytic paper
HGSE: Content	postsecondary education

Education A710P Section: S02

The Economics of Higher Education: Access, Outcomes, and Competition (180273)

Bridget Long

2016 Fall (2 Credits)

Schedule:

R 0215 PM - 0255 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Economic trends, competition, and accountability are multiple challenges facing colleges and universities today. There are constant questions about how to get needed resources, spend in cost-effective ways, and successfully support students. This course will focus on these concerns by examining the critical trends and funding issues facing students and these institutions. We will explore how price, cost, and value shape what is provided, who goes to college, and the outcomes of postsecondary students for the large range of American institutions, from large, national research universities to small, localized community colleges. Course topics include: college revenue sources and expenditures; enrollment management issues such as financial aid and admissions policies; efforts to improve student persistence and success; the impact of ranking systems and growing competition, and the debate about higher education accountability. Although the course will focus on American institutions and trends, we will also discuss international examples when possible. The course will utilize frameworks and theories from economics to better understand the costs, benefits, and incentives colleges and students face and teach the basic principles of research while presenting current research on the economics of higher education.

Permission of instructor required. Enrollment is limited to HGSE degree-seeking students unless permission is given by the instructor. Required for Ed.M. students in the Higher Education Program, but appropriate for anyone interested in higher education policy and/or college access and success.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	higher education
HGSE: Competencies	understand data
HGSE: Content	higher-education access
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	write a policy memo
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	admissions
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	examine trends
HGSE: Content	accountability
HGSE: Competencies	analyze arguments
HGSE: Content	degree completion
HGSE: Content	community colleges
HGSE: Pedagogy	lecture
HGSE: Competencies	apply economic concepts
HGSE: Content	college access
HGSE: Content	economics
HGSE: Content	college rankings
HGSE: Content	financial aid
HGSE: Content	policy
HGSE: Content	postsecondary education

Education A710R Section: 01

Becoming a Leader in Higher Education: Practical Skills and Considerations (180274)

James Antony

2017 Spring (2 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

The literature on leadership is rich and plentiful, providing the conceptual foundation for many inventories, programs, and curricula aimed at developing effective leaders for different contexts. The purpose of this course is to apply some of these, along with other strategies, to enhance students' own potential and self confidence as leaders in higher education institutions. This applied course will give students the opportunity to: (1) better understand their own leadership potential; (2) identify areas of leadership strength and weakness, along with strategies for leveraging and improving each, respectively; and (3) learn specific skills for succeeding as leaders in higher education institutions. Students will engage in inventories and assessments, developing a sophisticated understanding of how to use the results of these tools. Students will learn about the professional standards and expectations of leaders in higher education, and devise personal strategies for meeting them. Students will learn about practical professional behaviors that enhance career success in higher education. To do all of this, students will be engaged in rigorous professional preparatory work, receiving feedback from faculty and senior leaders in higher education.

Permission of instructor required. Intended as a penultimate experience for Ed.M. students in the Higher Education Program prior to their entry into the professional world, they will be given preference, and will be chosen by lottery. If space remains, an additional lottery will be held to determine admission into the course. All HGSE students are eligible to participate in this additional lottery.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A715 Section: 01

College Student Affairs: Theory and Practice (180278)

James Antony

2016 Fall (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course is intended for students interested in a career within one of the many professions of college student affairs. The course explores fundamental theories of student development and examines foundational ideas of the profession. The course also considers the various roles student affairs professionals play within different types of academic institutions, highlighting challenges and associated ethical and moral dilemmas. Students are expected to develop a comprehensive, and theoretically informed, understanding of the variety of roles a student affairs professional plays, the diverse institutional cultures within which they play those roles, and the professional obligations associated with fulfilling these roles. Readings, class materials, and assignments are derived from classical texts in the field as well as timely articles and pieces about recent developments and events on college and university campuses. In-class case studies ask students to address real-life scenarios using theoretical learning from class to ground solutions. Course assignments ask students to bridge the theoretical and practical. Lastly, over the course of the term, several student affairs leaders will serve as guest speakers.

Permission of instructor required. Ed.M. students in the Higher Education Program given preference, and will be chosen by lottery. If space remains, an additional lottery will be held to determine admission into the course. All HGSE students are eligible to participate in this additional lottery.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	higher-education access
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	higher education

HGSE: Content	lgbtq
HGSE: Content	adult development

Education A715 Section: S01

College Student Affairs: Theory and Practice (180278)

James Antony

2016 Fall (4 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course is intended for students interested in a career within one of the many professions of college student affairs. The course explores fundamental theories of student development and examines foundational ideas of the profession. The course also considers the various roles student affairs professionals play within different types of academic institutions, highlighting challenges and associated ethical and moral dilemmas. Students are expected to develop a comprehensive, and theoretically informed, understanding of the variety of roles a student affairs professional plays, the diverse institutional cultures within which they play those roles, and the professional obligations associated with fulfilling these roles. Readings, class materials, and assignments are derived from classical texts in the field as well as timely articles and pieces about recent developments and events on college and university campuses. In-class case studies ask students to address real-life scenarios using theoretical learning from class to ground solutions. Course assignments ask students to bridge the theoretical and practical. Lastly, over the course of the term, several student affairs leaders will serve as guest speakers.

Permission of instructor required. Ed.M. students in the Higher Education Program given preference, and will be chosen by lottery. If space remains, an additional lottery will be held to determine admission into the course. All HGSE students are eligible to participate in this additional lottery.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	higher-education access
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	adult development
HGSE: Content	lgbtq
HGSE: Content	higher education

Education A715 Section: S02

College Student Affairs: Theory and Practice (180278)

James Antony

2016 Fall (4 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course is intended for students interested in a career within one of the many professions of college student affairs. The course explores fundamental theories of student development and examines foundational ideas of the profession. The course also considers the various roles student affairs professionals play within different types of academic institutions, highlighting challenges and associated ethical and moral dilemmas. Students are expected to develop a comprehensive, and theoretically informed, understanding of the variety of roles a student affairs professional plays, the diverse institutional cultures within which they play those roles, and the professional obligations associated with fulfilling these roles. Readings, class materials, and assignments are derived from classical texts in the field as well as timely articles and pieces about recent developments and events on college and university campuses. In-class case studies ask students to address real-life scenarios using theoretical learning from class to ground solutions. Course assignments ask students to bridge the theoretical and practical. Lastly, over the course of the term, several student affairs leaders will serve as guest speakers.

Permission of instructor required. Ed.M. students in the Higher Education Program given preference, and will be chosen by lottery. If space remains, an additional lottery will be held to determine admission into the course. All HGSE students are eligible to participate in this additional lottery.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adult development
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	lgbtq
HGSE: Content	higher-education access
HGSE: Content	higher education

Education A719 Section: 01

Diversity and Equity in American Higher Education (180281)

James Antony

2017 Spring (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

American institutions of higher education continue to face challenges promoting broad access and equity for a diverse array of students, faculty, and staff. The United States is among the most diverse nations in the world. As such, our institutions of higher education will continue to be challenged to reflect our broadening national diversity. Meeting this challenge requires an appreciation of higher education's history relative to diversity and equity, exploring and understanding the issues that lie ahead, and learning from the promising efforts and practices that have been developed at a variety of institutions to advance diversity and equity. Race and ethnicity, social class, and gender will serve as initial topics for the course. Students will learn how higher education has struggled (and succeeded) in advancing equity and inclusion within each topic, and will then consider the ways in which these topics interact. Students also will be given an opportunity to explore other dimensions of diversity. Class discussions will be framed by theoretical literature from a variety of fields, along with a focused examination of practical efforts aimed at improving equity across the landscape of American higher education.

Permission of instructor required. Ed.M. students in the Higher Education Program given preference and will be chosen by lottery. If space remains, an additional lottery will be held to determine admission into the course. All HGSE students are eligible to participate in this additional lottery.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A770 Section: 01

Reflecting on Leadership, Management, and Governance (180305)

Judith McLaughlin

2017 Spring (4 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This seminar focuses on the complementary tasks facing senior executives in higher education: leadership, management, and governance. Through an examination of leadership transitions, initiatives, and issues, students will develop a greater appreciation of the complexity of academic institutions and the range of knowledge, skills, and expertise needed by effective leaders. The course will employ a varied pedagogy, including a computer simulation, analyses of videotapes, case studies, guest speakers, and student presentations. Although the main focus of

course readings is higher education, students with an interest in leadership in schools and nonprofit organizations will find many of the concepts and conversations transferable to those settings.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	politics
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a literature review
HGSE: Content	organizations
HGSE: Content	strategic planning
HGSE: Content	decision-making
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	nonprofits
HGSE: Competencies	make a presentation
HGSE: Competencies	write a case study
HGSE: Content	group dynamics
HGSE: Competencies	analyze arguments
HGSE: Content	negotiation
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion

Education A797 Section: 01

Field Experience in Higher Education: Advising Campus Leaders (180309)

Richard Light

2016 Fall (4 Credits)

Schedule:

M 0900 AM - 1059 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

The dean of freshmen at a major Boston-area college, and his colleagues, have asked for some advice. This course will take a team of higher education students to collaboratively help to solve actual challenges for the college leaders, and to make actionable recommendations for changes. The course has three parts. First, we explore some theoretical background about how different kinds of campuses, from traditional liberal arts colleges to research universities to pre-professional programs, work to integrate certain "outside of the classroom activities" into students' overall collegiate experiences. There are assigned readings on how different institutions engage to maximize students' experiences, both inside and outside of classes. Second, students will then work in small teams to develop recommendations to the campus leadership, or to build a structure for a campus to move forward on its own. Each student and each team will have several opportunities to discuss and to constructively critique one another's approach, plus systematically to refine it. Students in the class will receive feedback individually and collectively for sustained learning. Third, the course culminates with an oral presentation to the freshman dean of this college, plus a crisp written report with concrete, actionable recommendations for campus leadership.

Permission of instructor required. Students interested in taking this class should get in touch with the instructor during or before shopping period.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A797 Section: S01

Field Experience in Higher Education: Advising Campus Leaders (180309)

Richard Light

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

The dean of freshmen at a major Boston-area college, and his colleagues, have asked for some advice. This course will take a team of higher education students to collaboratively help to solve actual challenges for the college leaders, and to make actionable recommendations for changes. The course has three parts. First, we explore some theoretical background about how different kinds of campuses, from traditional liberal arts colleges to research universities to pre-professional programs, work to integrate certain "outside of the classroom activities" into students' overall collegiate experiences. There are assigned readings on how different institutions engage to maximize students' experiences, both inside and outside of classes. Second, students will then work in small teams to develop recommendations to the campus leadership, or to build a structure for a campus to move forward on its own. Each student and each team will have several opportunities to discuss and to constructively critique one another's approach, plus systematically to refine it. Students in the class will receive feedback individually and collectively for sustained learning. Third, the course culminates with an oral presentation to the freshman dean of this college, plus a crisp written report with concrete, actionable recommendations for campus leadership.

Permission of instructor required. Students interested in taking this class should get in touch with the instructor during or before shopping period.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A797 Section: S02

Field Experience in Higher Education: Advising Campus Leaders (180309)

Richard Light

2016 Fall (4 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

The dean of freshmen at a major Boston-area college, and his colleagues, have asked for some advice. This course will take a team of higher education students to collaboratively help to solve actual challenges for the college leaders, and to make actionable recommendations for changes. The course has three parts. First, we explore some theoretical background about how different kinds of campuses, from traditional liberal arts colleges to research universities to pre-professional programs, work to integrate certain "outside of the classroom activities" into students' overall collegiate experiences. There are assigned readings on how different institutions engage to maximize students' experiences, both inside and outside of classes. Second, students will then work in small teams to develop recommendations to the campus leadership, or to build a structure for a campus to move forward on its own. Each student and each team will have several opportunities to discuss and to constructively critique one another's approach, plus systematically to refine it. Students in the class will receive feedback individually and collectively for sustained learning. Third, the course culminates with an oral presentation to the freshman dean of this college, plus a crisp written report with concrete, actionable recommendations for campus leadership.

Permission of instructor required. Students interested in taking this class should get in touch with the instructor during or before shopping period.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A801 Section: 01

Education Policy Analysis and Research in Comparative Perspective (180311)

Fernando Reimers

2016 Fall (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor**Enrollment Cap:**

60

How can policy leaders, international consultants, and social entrepreneurs help improve educational opportunity around the world? How can we help poor and marginalized children get a decent education, and how will that matter to their future life prospects and to the development of the societies in which they live? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to provide quality education and increase its relevancy. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to generating and analyzing policy alternatives. The course may be of interest to students interested in global and international education and in comparative education.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Competencies	write a literature review
HGSE: Content	politics
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Pedagogy	research project
HGSE: Competencies	develop a theory of action
HGSE: Content	evaluation
HGSE: Pedagogy	project-based learning
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	discussion sections
HGSE: Content	strategic planning
HGSE: Content	global/international context
HGSE: Content	decision-making
HGSE: Content	policy
HGSE: Competencies	analyze arguments
HGSE: Competencies	think strategically
HGSE: Competencies	collaborate

Education A801 Section: S01

Education Policy Analysis and Research in Comparative Perspective (180311)

Fernando Reimers

2016 Fall (4 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: Instructor**Enrollment Cap:**

0

How can policy leaders, international consultants, and social entrepreneurs help improve educational opportunity around the world? How can we help poor and marginalized children get a decent education, and how will that matter to their future life prospects and to the development of the societies in which they live? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to provide quality education and increase its relevancy. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to generating and analyzing policy alternatives. The course may be of interest to students interested in global and international education and in comparative education.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Content	politics
HGSE: Competencies	write a research/analytic paper
HGSE: Content	global/international context
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	research project
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a literature review
HGSE: Competencies	make a presentation
HGSE: Content	strategic planning
HGSE: Competencies	think strategically
HGSE: Content	evaluation
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	discussion sections
HGSE: Competencies	write a policy memo
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Content	decision-making
HGSE: Pedagogy	peer learning
HGSE: Content	policy
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	system-level leadership
HGSE: Pedagogy	lecture

Education A801 Section: S02

Education Policy Analysis and Research in Comparative Perspective (180311)

Fernando Reimers

2016 Fall (4 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

How can policy leaders, international consultants, and social entrepreneurs help improve educational opportunity around the world? How can we help poor and marginalized children get a decent education, and how will that matter to their future life prospects and to the development of the societies in which they live? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to provide quality education and increase its relevancy. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to generating and analyzing policy alternatives. The course may be of interest to students interested in global and international education and in comparative education.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	write a literature review
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	lecture
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	project-based learning
HGSE: Content	school reform
HGSE: Content	strategic planning
HGSE: Pedagogy	research project
HGSE: Content	politics
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Content	global/international context
HGSE: Content	evaluation
HGSE: Competencies	analyze arguments
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	policy
HGSE: Pedagogy	discussion sections
HGSE: Content	decision-making
HGSE: Content	system-level leadership

Education A803 Section: 01

Education in Global Cities: Transforming Education in New York, Rio de Janeiro, and Shanghai (203668)

Claudia Costin

2016 Fall (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

(New course.) The concept of global cities has emerged, through Saskia Sassen's work, to identify cities that are interconnected, with the presence of many multinational corporations and serving as a center for knowledge generation, research institutes, and important global media centers. We will analyze the efforts to transform education in two global cities and one emerging one: Shanghai, London, and Rio de Janeiro. Since global cities depend on human capital for their sustainability, education policies play a major role in shaping their destinies. We will consider the ways that different national government models are related to distinctive municipal approaches to providing education services at local level. For each of these three global cities, we will analyze the way education policy is framed and developed, seeking to understand how, from a subnational perspective, these cities have structured a transformation process to improve access, equity, and learning, at different levels of education. We will seek to understand the division of tasks and coordination mechanisms between central government and municipal systems in different national settings.

Permission of instructor required. Enrollment is limited to 60. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A803 Section: S01

Education in Global Cities: Transforming Education in New York, Rio de Janeiro, and Shanghai (203668)

Claudia Costin

2016 Fall (4 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

(New course.) The concept of global cities has emerged, through Saskia Sassen's work, to identify cities that are interconnected, with the presence of many multinational corporations and serving as a center for knowledge generation, research institutes, and important global media centers. We will analyze the efforts to transform education in two global cities and one emerging one: Shanghai, London, and Rio de Janeiro. Since global cities depend on human capital for their sustainability, education policies play a major role in shaping their destinies. We will consider the ways that different national government models are related to distinctive municipal approaches to providing education services at local level. For each of these three global cities, we will analyze the way education policy is framed and developed, seeking to understand how, from a subnational perspective, these cities have structured a transformation process to improve access, equity, and learning, at different levels of education. We will seek to understand the division of tasks and coordination mechanisms between central government and municipal systems in different national settings.

Permission of instructor required. Enrollment is limited to 60. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A803 Section: S02

Education in Global Cities: Transforming Education in New York, Rio de Janeiro, and Shanghai (203668)

Claudia Costin

2016 Fall (4 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

(New course.) The concept of global cities has emerged, through Saskia Sassen's work, to identify cities that are interconnected, with the presence of many multinational corporations and serving as a center for knowledge generation, research institutes, and important global media centers. We will analyze the efforts to transform education in two global cities and one emerging one: Shanghai, London, and Rio de Janeiro. Since global cities depend on human capital for their sustainability, education policies play a major role in shaping their destinies. We will consider the ways that different national government models are related to distinctive municipal approaches to providing education services at local level. For each of these three global cities, we will analyze the way education policy is framed and developed, seeking to understand how, from a subnational perspective, these cities have structured a transformation process to improve access, equity, and learning, at different levels of education. We will seek to understand the division of tasks and coordination mechanisms between central government and municipal systems in different national settings.

Permission of instructor required. Enrollment is limited to 60. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A804 Section: 01

Monitoring and Evaluation for Improving Education Systems (180313)

Haiyan Hua

2017 Spring (4 Credits)

Schedule:

W 1000 AM - 1259 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This course is for students interested in learning about the design, development, application, and impact of a monitoring and evaluation (M&E) system in international education development and improving education systems. The main objectives of the course are for students (1) to gain the essential knowledge and skill set to develop and critically review an M&E system in the education sector or an education program; (2) to be exposed to a larger policy development framework within which policy planning and research, M&E, and the information production system are all critical to the education sector, and how the framework is applied in other systems worldwide; (3) to be able to develop educational indicators and understand the "nuts and bolts" of data collection and the data production process for the indicators; (4) to learn practical ways to successfully have the data and information be used by policymakers; (5) to learn the basic elements of a monitoring system and a program evaluation, including an impact evaluation in the education sector; and (6) to see how some M&E technical assistance projects have been carried out in several developing countries. Students will write an M&E system development plan or a program evaluation at the end of the course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	system-level leadership
HGSE: Competencies	develop a business proposal or plan
HGSE: Competencies	develop research questions
HGSE: Content	policy
HGSE: Content	statistics
HGSE: Content	global/international context
HGSE: Content	decision-making
HGSE: Content	culture
HGSE: Content	causal reasoning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	nonprofits
HGSE: Content	foundational quantitative methods
HGSE: Content	data analysis
HGSE: Content	leadership
HGSE: Content	social contexts
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations
HGSE: Content	strategic planning
HGSE: Pedagogy	research project
HGSE: Competencies	collect qualitative data
HGSE: Content	program evaluation
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing

Education A816 Section: 01

Education in Armed Conflict (180334)

Sarah Dryden Peterson

2016 Fall (4 Credits)

Schedule:

T 0830 AM - 1129 AM

Instructor Permissions: None

Enrollment Cap: n/a

This course examines the multidimensional and multidirectional relationships between armed conflict and education. How can education contribute to the work of building "lasting peace" in settings of armed conflict globally? How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imaginings of a post-conflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action-oriented approach to investigation of these and other questions. We will look beyond the provision of schooling to the learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions. Central to discussions will be connections between public policy, daily experiences, and social justice. The course include a semester-long project through which students will deepen their research, writing, and policy analysis skills, and explore the intellectual and practical dimensions of connecting research, policy, and practice.

Open to all students with an interest in settings of armed conflict or comparative education generally.

Class Notes: Required, weekly, one-hour section.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Competencies	collect qualitative data
HGSE: Content	social contexts
HGSE: Content	refugees
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	qualitative research
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Content	global/international context
HGSE: Content	policy

Education A816 Section: S01

Education in Armed Conflict (180334)

2016 Fall (4 Credits)

Schedule: R 0130 PM - 0210 PM

Instructor Permissions: None

Enrollment Cap: 0

This course examines the multidimensional and multidirectional relationships between armed conflict and education. How can education contribute to the work of building "lasting peace" in settings of armed conflict globally? How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imaginings of a post-conflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action-oriented approach to investigation of these and other questions. We will look beyond the provision of schooling to the learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions. Central to discussions will be connections between public policy, daily experiences, and social justice. The course include a semester-long project through which students will deepen their research, writing, and policy analysis skills, and explore the intellectual and practical dimensions of connecting research, policy, and practice.

Open to all students with an interest in settings of armed conflict or comparative education generally.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	think strategically
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	refugees
HGSE: Competencies	analyze arguments
HGSE: Content	social contexts
HGSE: Content	policy
HGSE: Competencies	collect qualitative data
HGSE: Content	qualitative research
HGSE: Competencies	build partnership
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	simulation/role play
HGSE: Content	global/international context
HGSE: Pedagogy	small-group discussion

Education A816 Section: S02

Education in Armed Conflict (180334)

Sarah Dryden Peterson

2016 Fall (4 Credits)

Schedule:

R 0215 PM - 0255 PM

Instructor Permissions: None

Enrollment Cap:

0

This course examines the multidimensional and multidirectional relationships between armed conflict and education. How can education contribute to the work of building "lasting peace" in settings of armed conflict globally? How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imaginings of a post-conflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action-oriented approach to investigation of these and other questions. We will look beyond the provision of schooling to the learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions. Central to discussions will be connections between public policy, daily experiences, and social justice. The course include a semester-long project through which students will deepen their research, writing, and policy analysis skills, and explore the intellectual and practical dimensions of connecting research, policy, and practice.

Open to all students with an interest in settings of armed conflict or comparative education generally.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	social contexts
HGSE: Pedagogy	project-based learning
HGSE: Competencies	conduct an interview
HGSE: Content	global/international context
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership

HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collect qualitative data
HGSE: Content	refugees
HGSE: Competencies	analyze arguments
HGSE: Content	qualitative research
HGSE: Content	policy

Education A818 Section: 01

International Organizations and Education for Development: The Role of the World Bank (203669)

Claudia Costin

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

(New course.) This course explores the emergence and engagement of international organizations in the education field through an in-depth analysis of the role played by the World Bank, its strategy, and its history of interventions. We will investigate its impact on the lives of the national populations, especially the most vulnerable groups, in the context of the Education for All initiative and the most recent SDG-4 UN-backed movement to ensure "inclusive quality education and lifelong learning opportunities for all." We will start the course focusing the end of the Second World War period, highlighting the Bretton Woods debates and the creation of the World Bank within a framework that did not anticipate involvement with education. We will then seek to understand how the institution increased favored greater engagement in the field, its early interventions to address national fiscal crises that resulted in harm to public education systems, and its "Learning for All" strategy, that tried, in the context of the growing push to ensure that every child has access to school, to introduce learning as an imperative. It is enough to have every child and adolescent enrolled in schools, quality Education matters. We will engage with professionals from the World Bank in the Global Practice for education to understand not only the internal processes in the organization, but also how knowledge is generated and curated so as to help countries. We will also consider the views of World Bank critics. At the end of the course, students will critically analyze in depth one of the projects being implemented by the World Bank and propose alternative approaches.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website. One of the sessions will be held at the World Bank Headquarters

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A818 Section: S01

International Organizations and Education for Development: The Role of the World Bank (203669)

Claudia Costin

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) This course explores the emergence and engagement of international organizations in the education field through an in-depth analysis of the role played by the World Bank, its strategy, and its history of interventions. We will investigate its impact on the lives of the national populations, especially the most vulnerable groups, in the context of the Education for All initiative and the most recent SDG-4 UN-backed movement to ensure "inclusive quality education and lifelong learning opportunities for all." We will start the course focusing the end of the Second World War period, highlighting the Bretton Woods debates and the creation of the World Bank within a framework that did not anticipate involvement with education. We will then seek to understand how the institution increased

avored greater engagement in the field, its early interventions to address national fiscal crises that resulted in harm to public education systems, and its "Learning for All" strategy, that tried, in the context of the growing push to ensure that every child has access to school, to introduce learning as an imperative. It is enough to have every child and adolescent enrolled in schools, quality Education matters. We will engage with professionals from the World Bank in the Global Practice for education to understand not only the internal processes in the organization, but also how knowledge is generated and curated so as to help countries. We will also consider the views of World Bank critics. At the end of the course, students will critically analyze in depth one of the projects being implemented by the World Bank and propose alternative approaches.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website. One of the sessions will be held at the World Bank Headquarters

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A818 Section: S02

International Organizations and Education for Development: The Role of the World Bank (203669)

Claudia Costin

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) This course explores the emergence and engagement of international organizations in the education field through an in-depth analysis of the role played by the World Bank, its strategy, and its history of interventions. We will investigate its impact on the lives of the national populations, especially the most vulnerable groups, in the context of the Education for All initiative and the most recent SDG-4 UN-backed movement to ensure "inclusive quality education and lifelong learning opportunities for all." We will start the course focusing the end of the Second World War period, highlighting the Bretton Woods debates and the creation of the World Bank within a framework that did not anticipate involvement with education. We will then seek to understand how the institution increased favored greater engagement in the field, its early interventions to address national fiscal crises that resulted in harm to public education systems, and its "Learning for All" strategy, that tried, in the context of the growing push to ensure that every child has access to school, to introduce learning as an imperative. It is enough to have every child and adolescent enrolled in schools, quality Education matters. We will engage with professionals from the World Bank in the Global Practice for education to understand not only the internal processes in the organization, but also how knowledge is generated and curated so as to help countries. We will also consider the views of World Bank critics. At the end of the course, students will critically analyze in depth one of the projects being implemented by the World Bank and propose alternative approaches.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website. One of the sessions will be held at the World Bank Headquarters

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A819 Section: 01

Contemporary Developing Countries: Entrepreneurial Solutions to Intractable Problems (180336)

Tarun Khanna

2016 Fall (4 Credits)

Schedule:

MW 0330 PM - 0459 PM

Instructor Permissions: None

Enrollment Cap:

75

This course will provide a framework (and multiple lenses) through which to think about the salient economic and social problems of the five billion people of the developing world, and to work in a team setting toward identifying entrepreneurial solutions to such problems. Case study discussions will cover challenges and solutions in fields as diverse as health, education, technology, urban planning, and arts and the humanities. The modules themselves will be team-taught by faculty from engineering, the arts, urban design, healthcare and business. The course will embrace a bias toward action by enabling students to understand the potential of individual agency in addressing these problems. All students will participate in the development of a business plan or grant proposal to tackle their chosen problem in a specific developing country/region, emphasizing the importance of contextualizing the entrepreneurial intervention. The student-team will ideally be comprised of students with diverse backgrounds from across the University.

No prerequisites; no prior knowledge of South Asia is required. Jointly offered at Harvard Business School (HBS) as 1266, Harvard Faculty of Arts and Sciences (FAS) as SW47, Harvard Kennedy School (HKS) as PED-338, Harvard T. H. Chan School of Public Health (HSPH) as GHP-568, and Harvard Law School (HLS) as 2543.

Class Notes: Optional, weekly, one-hour section for graduate students. Required for undergraduates.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	global/international context
HGSE: Content	innovation
HGSE: Content	entrepreneurship
HGSE: Competencies	write a research/analytic paper
HGSE: Content	technology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	economic development
HGSE: Content	culture
HGSE: Competencies	collaborate
HGSE: Content	arts
HGSE: Content	health
HGSE: Content	strategic planning
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	policy
HGSE: Pedagogy	case-method learning

Education A822 Section: 01

The Consequences of Educational Policy Interventions in Developing Countries: Recent Evidence (180339)

Felipe Barrera-Osorio

2017 Spring (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs they evaluated. This course aims to distill the primary policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles, and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K-12) and will have an economic perspective on educational problems. By the end of the course, students will have acquired a comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries, an understanding of the policy consequences of these educational strategies and of the strengths and weaknesses of

different methodological approaches to impact evaluation in education, and strong analytical and communication skills to make evidence-based judgments and to convey them effectively to nontechnical audiences.

Prerequisites: prior knowledge of economics, as demonstrated by completion of A-205 or equivalent, and an understanding of statistics, as demonstrated by completion of S-012 or equivalent. The course is designed for master's and doctoral students, as well as for other graduate students across Harvard interested in education and economics of education in developing countries. Jointly offered at the Harvard Kennedy School (HKS) as SUP 450.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Competencies	analyze quantitative data
HGSE: Content	policy
HGSE: Pedagogy	case-method learning
HGSE: Content	families
HGSE: Pedagogy	peer learning
HGSE: Content	program evaluation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	global/international context

Education A826 Section: 01

The Politics of Education in the Developing World (203621)

Emmerich Davies Escobar

2017 Spring (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Have globalization and market-oriented reforms constrained or empowered domestic government efforts to provide broad-based education? How should developing country governments engage the private sector in the provision of education? What is the effect of political and administrative decentralization on parental participation and educational outcomes? This course will explore these and other questions as we try to understand the role that political institutions, elected leaders, civil society, and bureaucrats play in the provision of education across the developing world. We will ask who the key actors, interests, and incentives are in education politics through individual case studies across various countries in Latin America, sub-Saharan Africa, and South and East Asia. By the end of the course we will have learned to identify the incentives of actors, their options, and how to best engage them in education policy making. The class will use a series of case studies, policy evaluations, and theoretical readings to explore these questions in the context of the politics of the developing world. The emphasis will be on real world examples and policies, and we will leave with a broader understanding of the incentives and constraints political actors face in the developing world.

Class Notes: Required, weekly, one-hour section.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	policy
HGSE: Competencies	understand data
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Content	politics
HGSE: Content	program evaluation

HGSE: Pedagogy	case-method learning
HGSE: Competencies	make a presentation
HGSE: Content	global/international context
HGSE: Pedagogy	lecture

Education A830 Section: 01

Comparative Education and International Development (203741)

Emmerich Davies Escobar

2017 Spring (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

This course is intended as an introduction to the major theories of international development and comparative education. The course will review literatures across the social sciences with a focus on political science, education, and economics on the relationship between education and economic and political development. We will begin by exploring major debates on development: Why are some countries rich and some poor? From there, we ask what the relationship is between economic and political development and education. Is development a prerequisite for the provision of education, or does the relationship run the other way? We will also explore the effects of education on nation building, citizenship, and identity in a comparative context. At the same time, we will also critique existing theories of development and what they mean for our broader thinking on education. Who and what is forgotten when we talk about development? How should we incorporate them in our policy-making and research on education? The course will include a semester-long research intensive project through which students will deepen their research, writing, and policy analysis skills. The research project will be independently designed by students in consultation with the instructor.

Permission of instructor required. Enrollment limited to 20. Suitable for master's students interested in research policy and for doctoral students looking to do research in international education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	economic development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	write a research article
HGSE: Content	policy
HGSE: Competencies	make a presentation
HGSE: Competencies	understand data
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	develop research questions
HGSE: Content	politics
HGSE: Content	program evaluation
HGSE: Pedagogy	case-method learning
HGSE: Content	global/international context
HGSE: Pedagogy	discussion sections

Education A833Y Section: 01

Research Practicum on Expanding Quality Education for All Students (203626)

Connie Chung

2016 Fall (2 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap: 25

(New course.) Quality education for all is one of 17 global goals that make up the 2030 Agenda for Sustainable Development, and the United Nations Development Programme writes that an integrated approach is crucial for progress across all goals. In this hands-on course, we will ask, how can educational research contribute to increasing education quality, equity, and relevance? In particular, how can research better support building the kinds of learning ecosystems that empower young people as citizens who are active and effective contributors to the common good, both locally and globally? This research practicum, which is linked to the Global Education Innovation Initiative at HGSE, will engage students in analyzing the policies, practices, and programs of local and national education systems, to identify effective practices and opportunities for action in expanding quality education for all students. Guided research project options include the following: (1) understanding and defining the characteristics of "quality" education in the 21st century; (2) analyzing curriculum frameworks to identify areas of strength and opportunities to enhance education quality; (3) interviewing education stakeholders to discover how policy priorities about education quality are determined and what kinds of supports are necessary to support strong educational programs and practices; (4) identifying, analyzing, and documenting promising programs, both in practice and in educator preparation, that expand quality education for all students. Students will work independently and collaboratively to learn how to analyze curriculum frameworks, conduct interviews, and write and speak about programs and research findings in ways that are engaging and have an impact in the field. Students will also learn from policymakers, researchers, practitioners, and other educational leaders from organizations who will be guests in the course.

Permission of instructor required. No prerequisites. Students from the International Education Policy Ed.M. Program and students from other programs with an interest in education quality and in international and comparative education generally are welcome.

Class Notes: Class will meet biweekly on the following dates: September 9 and 23; October 7 and 21; November 4 and 18; and December 2.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A833Y Section: S01

Research Practicum on Expanding Quality Education for All Students (203626)

Connie Chung

2016 Fall (2 Credits)

Schedule: R 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

(New course.) Quality education for all is one of 17 global goals that make up the 2030 Agenda for Sustainable Development, and the United Nations Development Programme writes that an integrated approach is crucial for progress across all goals. In this hands-on course, we will ask, how can educational research contribute to increasing education quality, equity, and relevance? In particular, how can research better support building the kinds of learning ecosystems that empower young people as citizens who are active and effective contributors to the common good, both locally and globally? This research practicum, which is linked to the Global Education Innovation Initiative at HGSE, will engage students in analyzing the policies, practices, and programs of local and national education systems, to identify effective practices and opportunities for action in expanding quality education for all students. Guided research project options include the following: (1) understanding and defining the characteristics of "quality" education in the 21st century; (2) analyzing curriculum frameworks to identify areas of strength and opportunities to enhance education quality; (3) interviewing education stakeholders to discover how policy priorities about education quality are determined and what kinds of supports are necessary to support strong educational programs and practices; (4) identifying, analyzing, and documenting promising programs, both in practice and in educator preparation, that expand quality education for all students. Students will work independently and collaboratively to learn how to analyze curriculum frameworks, conduct interviews, and write and speak about programs and research findings in ways that are engaging and have an impact in the field. Students

will also learn from policymakers, researchers, practitioners, and other educational leaders from organizations who will be guests in the course.

Permission of instructor required. No prerequisites. Students from the International Education Policy Ed.M. Program and students from other programs with an interest in education quality and in international and comparative education generally are welcome.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A833Y Section: S02

Research Practicum on Expanding Quality Education for All Students (203626)

Connie Chung

2016 Fall (2 Credits)

Schedule: R 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

(New course.) Quality education for all is one of 17 global goals that make up the 2030 Agenda for Sustainable Development, and the United Nations Development Programme writes that an integrated approach is crucial for progress across all goals. In this hands-on course, we will ask, how can educational research contribute to increasing education quality, equity, and relevance? In particular, how can research better support building the kinds of learning ecosystems that empower young people as citizens who are active and effective contributors to the common good, both locally and globally? This research practicum, which is linked to the Global Education Innovation Initiative at HGSE, will engage students in analyzing the policies, practices, and programs of local and national education systems, to identify effective practices and opportunities for action in expanding quality education for all students. Guided research project options include the following: (1) understanding and defining the characteristics of "quality" education in the 21st century; (2) analyzing curriculum frameworks to identify areas of strength and opportunities to enhance education quality; (3) interviewing education stakeholders to discover how policy priorities about education quality are determined and what kinds of supports are necessary to support strong educational programs and practices; (4) identifying, analyzing, and documenting promising programs, both in practice and in educator preparation, that expand quality education for all students. Students will work independently and collaboratively to learn how to analyze curriculum frameworks, conduct interviews, and write and speak about programs and research findings in ways that are engaging and have an impact in the field. Students will also learn from policymakers, researchers, practitioners, and other educational leaders from organizations who will be guests in the course.

Permission of instructor required. No prerequisites. Students from the International Education Policy Ed.M. Program and students from other programs with an interest in education quality and in international and comparative education generally are welcome.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A834Y Section: 01

Research Practicum on Expanding Quality Education for All Students (203627)

Connie Chung

2017 Spring (2 Credits)

Schedule: F 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap: 30

(New course.) Quality education for all is one of 17 global goals that make up the 2030 Agenda for Sustainable Development, and the United Nations Development Programme writes that an integrated approach is crucial for progress across all goals. In this hands-on course, we will ask, how can educational research contribute to increasing education quality, equity, and relevance? In particular, how can research better support building the kinds of learning ecosystems that empower young people as citizens who are active and effective contributors to the common good, both locally and globally? This research practicum, which is linked to the Global Education Innovation Initiative at HGSE, will engage students in analyzing the policies, practices, and programs of local and national education systems, to identify effective practices and opportunities for action in expanding quality education for all students. Guided research project options include the following: (1) understanding and defining the characteristics of "quality" education in the 21st century; (2) analyzing curriculum frameworks to identify areas of strength and opportunities to enhance education quality; (3) interviewing education stakeholders to discover how policy priorities about education quality are determined and what kinds of supports are necessary to support strong educational programs and practices; (4) identifying, analyzing, and documenting promising programs, both in practice and in educator preparation, that expand quality education for all students. Students will work independently and collaboratively to learn how to analyze curriculum frameworks, conduct interviews, and write and speak about programs and research findings in ways that are engaging and have an impact in the field. Students will also learn from policymakers, researchers, practitioners, and other educational leaders from organizations who will be guests in the course.

Permission of instructor required. No prerequisites. Students from the International Education Policy Ed.M. Program and students from other programs with an interest in education quality and in international and comparative education generally are welcome.

Class Notes: Class will meet bi-weekly, starting on January 27.

Requirements: Enrollment in this course requires completion of A833Y

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A998 Section: 01

Higher Education Internship (180349)

James Antony

2017 Spring (4 Credits)

Schedule: T 0230 PM - 0329 PM

Instructor Permissions: Instructor

Enrollment Cap: 10

This course is designed to enhance students' professional skills and theoretical understanding of higher education. In the course, students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student.

Permission of instructor required. Prerequisite: an internship approved by the instructor.

Class Notes: Students are required to meet with the professor one-on-one for two hours per week in addition to the normal one-hour of group class time.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education A998 Section: 01

Higher Education Internship Seminar (180349)

James Antony

2016 Fall (4 Credits)

Schedule:

T 0230 PM - 0329 PM

Instructor Permissions: Instructor**Enrollment Cap:**

10

This seminar is designed to enhance students' professional skills and theoretical understanding of higher education through a combination of an internship and a classroom seminar. In the internship, students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. In the classroom seminar, students will use course readings, discussions, papers, and guest speakers to analyze their own internship experiences, to learn about other administrative areas and issues, and to build a larger understanding of higher education.

Permission of instructor required. Prerequisite: an internship approved by the instructor.

Class Notes:

Students are required to meet with the professor one-on-one for two hours per week in addition to the normal one-hour of group class time.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education AH103 Section: 01

Educational Outcomes in Cross-National and Cross-Cultural Perspectives (180353)

Paul Harris

2017 Spring (4 Credits)

Schedule:

M 1000 AM - 1159 AM

Instructor Permissions: None**Enrollment Cap:**

n/a

A great deal of thinking about the relationship between psychology and education asks what psychology can contribute to the improvement of education. For example, can psychology help to improve the way that we teach reading? Can it help to close the gap in achievement between particular groups? Do preschoolers have ideas or dispositions that help--or hinder--their progress in school? However, one can also ask about the effects of education on psychological processes. There is enormous cross-national and cross-cultural variation in the length and type of education that children receive. A major goal of this course is to help students understand the effects of such variation on the ways that people think--and feel. A secondary goal is to alert students to the ways in which those effects can be measured and to underline the contribution that different methods--experiments, large-scale surveys, and participant observation--can make to our understanding of such effects. The final goal is to underline how educational provision and its impact vary dramatically across the globe.

No prerequisites; some background in either psychology or international education desirable.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Content	qualitative research
HGSE: Competencies	write a research/analytic paper
HGSE: Content	global/international context
HGSE: Content	developmental psychology
All: Cross Reg Availability	Available for Harvard Cross Registration

Education AH113 Section: 01

Muslim Youth in Schools: U.S. and Comparative Perspectives (203845)

Mariam Durrani

2017 Spring (4 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: None**Enrollment Cap:**

20

This course will explore the social and political positionalities of Muslim youth in contemporary American schools and beyond. In terms of ethnic composition, class status, and political affiliation, American Muslims make up one of the most diverse religious groups in the United States today. By focusing on the Muslim youth experience from anthropological and historical perspectives, we will deepen our understanding of the diversity and commonalities that characterize this group within the broader American public. A second major theme in this class will be to understand how the events of 9/11 and the subsequent 'war on terror' have impacted the experiences and representation of Muslim youth in America. In so doing, we will investigate the historical legacies of contemporary Islamophobic attitudes, discourse, policies, and practices. We will pay particular attention to the ways in which Muslim youth have continued to make space for themselves and their modes of religious and creative expression in the American public sphere despite, and in dialogue with, this contentious history. Class materials will include current events articles and newscasts, fictional and autobiographical accounts, ethnographic and historical texts, plus a series of films and podcasts featuring Muslim youth in America. Students will produce both written and multimodal research products for final projects.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education AH125 Section: 01

Driving Science-Based Innovation in Early Childhood and Practice Policy (180358)

Jack Shonkoff

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 1200 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective strategies to strengthen the foundations of healthy development in the early years of life. Drawing on a diversity of disciplinary perspectives, students will learn how interactions among early life experiences and genetic predispositions shape brain architecture and influence the maturation of biological systems that affect learning, behavior, and health well into the adult years. Particular attention will be focused on developing a greater understanding of how stress related to poverty, maltreatment, discrimination, and/or other sources of significant adversity "gets under the skin" and leads to significant disparities in educational achievement and both physical and mental well-being. Students will explore how causal mechanisms that explain these disparities can be used to formulate new theories of change and drive science based innovation in policy and practice that achieves breakthrough outcomes for children facing adversity.

Recommended/intended for students who are motivated to be change agents in practice, policy, and/or research. Jointly offered at the Harvard T. H. Chan School of Public Health (HSPH) as SBS-299.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	neuroscience
HGSE: Content	health
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing

HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop a theory of action
HGSE: Content	innovation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Pedagogy	team-based learning
HGSE: Competencies	facilitate group process
HGSE: Content	social contexts
HGSE: Content	diversity equity inclusion
HGSE: Content	early childhood
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collaborate
HGSE: Pedagogy	project-based learning

Education AH125 Section: S01

Driving Science-Based Innovation in Early Childhood and Practice Policy (180358)

Jack Shonkoff

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: None

Enrollment Cap:

0

The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective strategies to strengthen the foundations of healthy development in the early years of life. Drawing on a diversity of disciplinary perspectives, students will learn how interactions among early life experiences and genetic predispositions shape brain architecture and influence the maturation of biological systems that affect learning, behavior, and health well into the adult years. Particular attention will be focused on developing a greater understanding of how stress related to poverty, maltreatment, discrimination, and/or other sources of significant adversity "gets under the skin" and leads to significant disparities in educational achievement and both physical and mental well-being. Students will explore how causal mechanisms that explain these disparities can be used to formulate new theories of change and drive science based innovation in policy and practice that achieves breakthrough outcomes for children facing adversity.

Recommended/intended for students who are motivated to be change agents in practice, policy, and/or research. Jointly offered at the Harvard T. H. Chan School of Public Health (HSPH) as SBS-299.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	think strategically
HGSE: Pedagogy	reflective writing
HGSE: Content	innovation
HGSE: Pedagogy	peer learning
HGSE: Content	early childhood
HGSE: Content	health
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	neuroscience
HGSE: Competencies	develop a theory of action
HGSE: Content	diversity equity inclusion
HGSE: Competencies	facilitate group process
HGSE: Content	risk prevention/intervention
HGSE: Competencies	write a research/analytic paper

Education AH125 Section: S02

Driving Science-Based Innovation in Early Childhood and Practice Policy (180358)

Jack Shonkoff

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: None**Enrollment Cap:**

0

The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective strategies to strengthen the foundations of healthy development in the early years of life. Drawing on a diversity of disciplinary perspectives, students will learn how interactions among early life experiences and genetic predispositions shape brain architecture and influence the maturation of biological systems that affect learning, behavior, and health well into the adult years. Particular attention will be focused on developing a greater understanding of how stress related to poverty, maltreatment, discrimination, and/or other sources of significant adversity "gets under the skin" and leads to significant disparities in educational achievement and both physical and mental well-being. Students will explore how causal mechanisms that explain these disparities can be used to formulate new theories of change and drive science based innovation in policy and practice that achieves breakthrough outcomes for children facing adversity.

Recommended/intended for students who are motivated to be change agents in practice, policy, and/or research. Jointly offered at the Harvard T. H. Chan School of Public Health (HSPH) as SBS-299.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	neuroscience
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	develop a theory of action
HGSE: Content	health
HGSE: Content	innovation
HGSE: Content	early childhood
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	reflective writing
HGSE: Content	social contexts
HGSE: Competencies	write a research/analytic paper
HGSE: Content	diversity equity inclusion

Education H110G Section: 01

Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and Cognitive Justice (180413)

Bruno della Chiesa

2017 Spring (2 Credits)

Schedule:

TBD

Instructor Permissions: Instructor**Enrollment Cap:**

40

Our globalizing world demands a broader set of linguistic (and, hence, cultural) competencies from individuals than ever before, and while cultural diversity represents a potential enhancement, our educational systems are facing huge challenges (e.g., migration flows). What does this all mean for education policy and practices worldwide? This transdisciplinary module examines international approaches to education policies in contexts of diversity. It develops hypotheses about the role that individual representations (defined as perceptions, values, beliefs, identity,

and alterity images) play in motivating non-native language learning and tries to explain why some individuals are more successful at learning (and why some countries are more successful at teaching) languages than others. Does a multilingual education better prepare our young to participate in today's world? From a philosophical standpoint, how does learning one or several new languages lead to metacultural awareness, to metacognitive awareness, to global awareness, as well as to awareness of ourselves? How can education enhance people's motivation to learn languages and to get acquainted with other cultures? Last but not least, what is the purpose of learning about such topics? Is the primary goal of education to produce manpower for the economy? Or to help people to "become who they are" (Goethe) in a humanizing process (Freire)? Or to promote a form of "cognitive justice" as a condition, if not the condition, to make this world of ours a better place to live? Or something else? The class's collective intelligence will provide answers to these questions.

Permission of instructor required. No prerequisites, but previous experience living abroad useful. Very strong motivation highly recommended. The course is appropriate for students interested in international and transdisciplinary policy perspectives. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	global/international context
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	history
HGSE: Content	culture
HGSE: Content	ethics
HGSE: Content	metacognition
HGSE: Content	identity
HGSE: Content	politics
HGSE: Content	linguistic diversity
HGSE: Competencies	practice equity and inclusion
HGSE: Content	language and literacy
HGSE: Content	policy
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Content	social justice
HGSE: Content	values
HGSE: Content	immigration
HGSE: Content	motivation
HGSE: Competencies	develop research questions
HGSE: Competencies	debate
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	socratic discussion

Education H112 Section: 01

Cognitive Neuroscience and Education (180416)

Gigi Luk

2017 Spring (4 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: None

Enrollment Cap:

35

Research in cognitive neuroscience extends our understanding of individual differences in cognitive and brain development. Of particular relevance to educators is the development of the human brain in response to maturational processes and active learning, both of which are considered as experience. In particular, language has a long developmental trajectory and is one example demonstrating the interaction between experience-expectant

and experience-dependent mechanisms. This course provides an overview of brain development and methods used in cognitive neuroscience. This foundational knowledge will facilitate the understanding of brain plasticity, allowing students to develop a critical understanding of cognitive neuroscience research findings on language development. Topics include brain development; history and methods in cognitive neuroscience; neural development in audition, vision, and motor skills; neural processing of spoken language; written language; life experience such as bilingualism and biliteracy; and changes in the brain associated with environmental factors, such as socioeconomic status. The overall course goal is to enhance the connection between research and learning practices in education through the lens of cognitive neuroscience.

Students in the Mind, Brain, and Education Program given preference. No prerequisites; previous enrollment in H-107, H-126 or similar course may be helpful. No prior training in biology, psychology, medical science, or related disciplines necessary.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Content	cognitive development
HGSE: Content	developmental psychology
HGSE: Pedagogy	lecture
HGSE: Content	child development
HGSE: Content	neuroscience
HGSE: Competencies	collaborate
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze arguments
HGSE: Content	language and literacy
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	research project

Education H118 Section: 01

Bilingualism: Language and Cognition (180417)

Gigi Luk

2017 Spring (4 Credits)

Schedule:

R 1000 AM - 1259 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Bilingualism has been extensively studied as a psycholinguistic phenomenon in language development. Recent research has extended the consequence of this language experience to cognitive domains that do not involve language processing. More importantly, the cognitive consequences associated with bilingualism extend across the lifespan. With bilingualism being an increasingly common experience for children and adult in a global scale, it is essential for educators to understand the cognitive consequences of this language experience, in classrooms and beyond. The course examines bilingual experience across the lifespan and evaluates research showing altered cognitive processes associated with bilingual experience. Furthermore, how is bilingualism being considered in the context of education? Students will be directed to explore research on the following questions: How is bilingualism defined? Is there a critical period of learning a second language? Does bilingualism confer to cognitive advantages? If so, what kind of cognitive benefits are associated with bilingual experience? Are there differences in language developmental trajectories in bilingual children and adults? The course will be structured to be accessible to students with interests in developmental psychology, cognitive science, and language and literacy.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate

HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a research proposal
HGSE: Content	linguistic diversity
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Content	cognitive development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	research project
HGSE: Competencies	write a literature review
HGSE: Content	developmental psychology

Education H126 Section: 01

Typical and Atypical Neurodevelopment (180420)

Charles Nelson

Nadine Gaab

2016 Fall (4 Credits)

Schedule:

M 1000 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Brain development begins shortly after conception and continues through the first two decades of life; however, the first few postnatal years represent an unprecedented period of brain growth, laying the foundation for much of the development that lies ahead. In the vast majority of cases, brain development proceeds along a typical developmental trajectory, which corresponds to children whose development is similarly considered typical. However, in a sizable minority of cases, brain development goes awry, either before or shortly after birth, leading to a range of developmental challenges and disorders. In some cases development is compromised because of an underlying genetic mutation (e.g., fragile X syndrome), in others because of deviations from the expected environment (e.g., prenatal alcohol exposure). The course first will focus on what is known about typical brain development and then turn its attention to what happens when development goes awry. The course is organized around key domains of development, such as memory, attention, executive functions, the acquisition of reading and math skills, etc. Within each domain we will review both the typical developmental pattern experienced by most children, alongside specific disorders of development, such as difficulty in learning to read, pay attention, and regulate emotion. In both cases both genetic and environmental factors that influence development will be discussed. Some of the specific disorders we will discuss include attention deficit hyperactivity disorder, autism, and dyslexia. The course will conclude by focusing on experiential hazards that can derail development, such as the exposure to early adversity or so-called "toxic stress."

No prerequisites although students with backgrounds in psychology, special education, and/or neuroscience may feel better prepared.

Class Notes: Required, two-hour section TBD.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Content	cognitive development
HGSE: Content	psychology
HGSE: Content	psychological testing
HGSE: Content	metacognition
HGSE: Content	adolescent development
HGSE: Content	research ethics
HGSE: Content	neuroscience
HGSE: Content	emotional development
HGSE: Content	early childhood
HGSE: Content	language and literacy

HGSE: Content	social development
HGSE: Pedagogy	lecture
HGSE: Pedagogy	research project
HGSE: Content	student achievement
HGSE: Competencies	write a research/analytic paper
HGSE: Content	reading
HGSE: Content	policy
HGSE: Content	social contexts
HGSE: Content	risk prevention/intervention
HGSE: Content	data analysis
HGSE: Content	developmental psychology
HGSE: Content	learning differences
HGSE: Content	families
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	descriptive statistics
HGSE: Content	learning and teaching
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	discussion sections

Education H126 Section: S01

Typical and Atypical Neurodevelopment (180420)

Charles Nelson

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: None

Enrollment Cap:

0

Brain development begins shortly after conception and continues through the first two decades of life; however, the first few postnatal years represent an unprecedented period of brain growth, laying the foundation for much of the development that lies ahead. In the vast majority of cases, brain development proceeds along a typical developmental trajectory, which corresponds to children whose development is similarly considered typical. However, in a sizable minority of cases, brain development goes awry, either before or shortly after birth, leading to a range of developmental challenges and disorders. In some cases development is compromised because of an underlying genetic mutation (e.g., fragile X syndrome), in others because of deviations from the expected environment (e.g., prenatal alcohol exposure). The course first will focus on what is known about typical brain development and then turn its attention to what happens when development goes awry. The course is organized around key domains of development, such as memory, attention, executive functions, the acquisition of reading and math skills, etc. Within each domain we will review both the typical developmental pattern experienced by most children, alongside specific disorders of development, such as difficulty in learning to read, pay attention, and regulate emotion. In both cases both genetic and environmental factors that influence development will be discussed. Some of the specific disorders we will discuss include attention deficit hyperactivity disorder, autism, and dyslexia. The course will conclude by focusing on experiential hazards that can derail development, such as the exposure to early adversity or so-called "toxic stress."

No prerequisites although students with backgrounds in psychology, special education, and/or neuroscience may feel better prepared.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychological testing
HGSE: Content	early childhood
HGSE: Content	social contexts
HGSE: Content	descriptive statistics
HGSE: Content	foundational quantitative methods
HGSE: Competencies	write a research/analytic paper
HGSE: Content	language and literacy
HGSE: Content	cognitive development

HGSE: Content	metacognition
HGSE: Content	social development
HGSE: Content	developmental psychology
HGSE: Content	emotional development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	adolescent development
HGSE: Content	student achievement
HGSE: Content	data analysis
HGSE: Content	policy
HGSE: Content	psychology
HGSE: Content	learning and teaching
HGSE: Content	learning differences
HGSE: Content	families
HGSE: Pedagogy	discussion sections
HGSE: Content	research ethics
HGSE: Content	neuroscience
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop research questions
HGSE: Content	reading
HGSE: Pedagogy	lecture
HGSE: Pedagogy	research project

Education H126 Section: S02

Typical and Atypical Neurodevelopment (180420)

Charles Nelson

2016 Fall (4 Credits)

Schedule:

W 1115 AM - 1155 AM

Instructor Permissions: None

Enrollment Cap:

0

Brain development begins shortly after conception and continues through the first two decades of life; however, the first few postnatal years represent an unprecedented period of brain growth, laying the foundation for much of the development that lies ahead. In the vast majority of cases, brain development proceeds along a typical developmental trajectory, which corresponds to children whose development is similarly considered typical. However, in a sizable minority of cases, brain development goes awry, either before or shortly after birth, leading to a range of developmental challenges and disorders. In some cases development is compromised because of an underlying genetic mutation (e.g., fragile X syndrome), in others because of deviations from the expected environment (e.g., prenatal alcohol exposure). The course first will focus on what is known about typical brain development and then turn its attention to what happens when development goes awry. The course is organized around key domains of development, such as memory, attention, executive functions, the acquisition of reading and math skills, etc. Within each domain we will review both the typical developmental pattern experienced by most children, alongside specific disorders of development, such as difficulty in learning to read, pay attention, and regulate emotion. In both cases both genetic and environmental factors that influence development will be discussed. Some of the specific disorders we will discuss include attention deficit hyperactivity disorder, autism, and dyslexia. The course will conclude by focusing on experiential hazards that can derail development, such as the exposure to early adversity or so-called "toxic stress."

No prerequisites although students with backgrounds in psychology, special education, and/or neuroscience may feel better prepared.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Content	families
HGSE: Pedagogy	discussion sections
HGSE: Content	learning and teaching
HGSE: Content	developmental psychology

HGSE: Content	research ethics
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social development
HGSE: Content	emotional development
HGSE: Content	early childhood
HGSE: Content	psychology
HGSE: Content	neuroscience
HGSE: Content	risk prevention/intervention
HGSE: Content	data analysis
HGSE: Content	language and literacy
HGSE: Content	policy
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Content	descriptive statistics
HGSE: Content	student achievement
HGSE: Pedagogy	lecture
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	psychological testing
HGSE: Content	metacognition
HGSE: Content	reading
HGSE: Content	learning differences
HGSE: Content	foundational quantitative methods
HGSE: Content	cognitive development

Education H137 Section: 01

Emotion in Development and Learning: Usable Knowledge, Variability, and Context (180424)

Gabrielle Schlichtmann

2017 Spring (4 Credits)

Schedule: F 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap: n/a

The relationship between emotion and cognition is complex. Based in social interaction, emotions are biological processes that organize human behavior by constraining thought and action while relationships evoke and shape emotions. This course examines foundational work on emotions and emotional development, from the classics through modern emotion research about attribution, development, culture, and neuroscience. Cases and examples emphasize how emotions interact with learning and development. Core questions will include: How do relationships and learning shape emotions, and how do emotions shape relationships and learning? What are pathways in the development of emotions? And most centrally, how and what applications from the emotion sciences can be made to practical questions in education about teaching and learning? Special attention will be paid to issues of risk and resilience, including poverty, stigmatization, disability, and trauma. Class format combines discussion, case analysis, and lecture. Students will complete a semester-long project, with several checkpoints contributing to their final grade along the way.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H180 Section: 01

Cognitive Development and Trust in Testimony (180438)

Paul Harris

2017 Spring (4 Credits)

Schedule: W 1000 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap: 60

The classical description of cognitive development implies that children are "stubborn autodidacts." Relying on their own firsthand observation of the world and their own independent reflection, children are assumed to construct theories about the world in an autonomous fashion. By implication, children ignore the information or insights that adults can offer, especially when these conflict with what they assume to be true. If this claim is correct, it implies that teaching or indeed any form of testimony or instruction by adults must be tailored to constraints imposed by the child. There is not much likelihood of children stretching their ideas to accommodate what they are told. This course will examine and question this orthodox assumption and also consider the alternative possibility that children's ideas, from infancy onward, are infused with information supplied by other people

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	metacognition
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	cognitive development
HGSE: Content	emotional development
HGSE: Pedagogy	small-group discussion

Education H202 Section: 01

Early Learning & Education: Building Effective Systems to Promote Children's Learning & Healthy Dev (203961)

Nonie Lesaux

2017 Spring (4 Credits)

Schedule: T 1000 AM - 1259 PM

Instructor Permissions: None

Enrollment Cap: n/a

(New course.) The foundations of lifelong health, educational attainment, and well-being are established in the earliest years of children's lives, and one critical avenue for cultivating these foundations is to provide children with stimulating and nurturing formal learning opportunities and interactions. Indeed, there are few education strategies as effective for improving life outcomes as high-quality early learning experiences of developing young minds. What are the implications of today's science of early learning and development for how one defines "quality" in early learning settings and schools? How do we leverage 21st-century early childhood policies and initiatives toward improved experiences and outcomes for all children? What are the effects of growing up in poverty on children's ability to benefit from early learning experiences? Using a variety of pedagogical approaches including case-based discussions, lectures, and simulations, this course explores how children's early educational experiences influence development and how we can use what we know about safe and stimulating environments to design and implement high-quality instruction, settings, and policies targeting children from early childhood through the early elementary school years. Drawing on prevention science, the science of child development, evaluation and public policy research, this course provides a context for considering a variety of theoretical and practical questions. *No prerequisites; open to all students with an interest in early learning and system-level approaches to improving life outcomes for all children.*

Class Notes: Required one-hour break-out during class time.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	social development
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	risk prevention/intervention
HGSE: Competencies	understand data
HGSE: Competencies	write a research/analytic paper

HGSE: Competencies	debate
HGSE: Content	early childhood
HGSE: Content	learning and teaching
HGSE: Pedagogy	lecture
HGSE: Content	child development
HGSE: Content	cognitive development
HGSE: Content	emotional development
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Content	student achievement
HGSE: Competencies	write a policy memo
HGSE: Competencies	analyze arguments
HGSE: Competencies	think strategically
HGSE: Pedagogy	discussion sections
HGSE: Content	policy

Education H206 Section: 01

Developmental Theories of Change (180445)

Dana McCoy

2016 Fall (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

50

This course will provide students with an introduction to the core theories of human development and psychology, as well as a deeper understanding of how these theories can be applied in the real world to optimize intervention, policy, and practice. In particular, this course will combine original texts with contemporary case studies to bring to life the work of well-known thinkers such as Freud, Piaget, Bandura, Vygotsky, and Bronfenbrenner. Over the course of the semester, students will tackle a number of intellectual and practical questions, including: What are the core theoretical tenants of human development and psychology? How has developmental theory evolved over the past century, and how does it manifest in contemporary work? How can theory be used to enhance educational practice and policy? How does one develop and apply a coherent "theory of change" for evaluation purposes, and why is this important? Class time will be divided between lectures, discussion, and small group work focusing on specific case studies relevant to student interests.

Permission of instructor required. Enrollment is limited.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Competencies	build partnership
HGSE: Content	culture
HGSE: Pedagogy	reflective writing
HGSE: Content	risk prevention/intervention
HGSE: Competencies	make a presentation
HGSE: Content	social development
HGSE: Content	developmental psychology
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Content	community
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop a theory of action
HGSE: Content	social contexts
HGSE: Content	child development
HGSE: Competencies	collaborate
HGSE: Content	psychology

HGSE: Pedagogy	research project
HGSE: Pedagogy	case-method learning
HGSE: Competencies	think strategically
HGSE: Content	relationships
HGSE: Content	program evaluation
HGSE: Content	early childhood
HGSE: Content	cognitive development
HGSE: Pedagogy	small-group discussion

Education H206 Section: S01

Developmental Theories of Change (180445)

Dana McCoy

2016 Fall (4 Credits)

Schedule:

R 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

This course will provide students with an introduction to the core theories of human development and psychology, as well as a deeper understanding of how these theories can be applied in the real world to optimize intervention, policy, and practice. In particular, this course will combine original texts with contemporary case studies to bring to life the work of well-known thinkers such as Freud, Piaget, Bandura, Vygotsky, and Bronfenbrenner. Over the course of the semester, students will tackle a number of intellectual and practical questions, including: What are the core theoretical tenants of human development and psychology? How has developmental theory evolved over the past century, and how does it manifest in contemporary work? How can theory be used to enhance educational practice and policy? How does one develop and apply a coherent "theory of change" for evaluation purposes, and why is this important? Class time will be divided between lectures, discussion, and small group work focusing on specific case studies relevant to student interests.

Permission of instructor required. Enrollment is limited.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychology
HGSE: Content	developmental psychology
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze arguments
HGSE: Competencies	think strategically
HGSE: Content	risk prevention/intervention
HGSE: Content	culture
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	peer learning
HGSE: Content	early childhood
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	relationships
HGSE: Content	child development
HGSE: Competencies	build partnership
HGSE: Content	community
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Content	program evaluation
HGSE: Pedagogy	research project
HGSE: Content	social contexts
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	cognitive development

HGSE: Content	social development
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Education H206 Section: S02

Developmental Theories of Change (180445)

Dana McCoy

2016 Fall (4 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course will provide students with an introduction to the core theories of human development and psychology, as well as a deeper understanding of how these theories can be applied in the real world to optimize intervention, policy, and practice. In particular, this course will combine original texts with contemporary case studies to bring to life the work of well-known thinkers such as Freud, Piaget, Bandura, Vygotsky, and Bronfenbrenner. Over the course of the semester, students will tackle a number of intellectual and practical questions, including: What are the core theoretical tenants of human development and psychology? How has developmental theory evolved over the past century, and how does it manifest in contemporary work? How can theory be used to enhance educational practice and policy? How does one develop and apply a coherent "theory of change" for evaluation purposes, and why is this important? Class time will be divided between lectures, discussion, and small group work focusing on specific case studies relevant to student interests.

Permission of instructor required. Enrollment is limited.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	child development
HGSE: Content	culture
HGSE: Content	cognitive development
HGSE: Content	early childhood
HGSE: Competencies	build partnership
HGSE: Pedagogy	small-group discussion
HGSE: Content	risk prevention/intervention
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	community
HGSE: Competencies	collaborate
HGSE: Content	developmental psychology
HGSE: Pedagogy	peer learning
HGSE: Content	psychology
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social development
HGSE: Pedagogy	research project
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	analyze arguments
HGSE: Competencies	make a presentation
HGSE: Pedagogy	lecture
HGSE: Competencies	think strategically
HGSE: Competencies	develop a theory of action
HGSE: Content	program evaluation

Education H233Y Section: 01

Exploring Quality in Early Childhood Education: Predicting Academic and Social Outcomes (203799)

Catherine Snow

2016 Fall (2 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

18

This research practicum provides students the opportunity to participate in the first stages of a research effort being conducted by Catherine Snow and Nonie Lesaux, in partnership with MDRC and the Boston Public Schools. The project, ExCEL P-3: Promoting Sustained Gains from Preschool to Third, is designed to identify policies, classroom-level factors, and school experiences that are associated with children's school success during preschool and early elementary school grades. It will involve a systematic program of child assessments, classroom observations, and data collection from families, coaches, and teachers. Students in this research practicum will have the opportunity to learn (1) about the early development of literacy, numeracy, self-regulation, and other predictors of long-term academic success; (2) about the design of longitudinal predictive studies; (3) about evaluating classroom quality; and (4) about how to design and implement individual research projects in the context of a larger study.

Permission of instructor is required. Enrollment is limited to 18. No prerequisites; master's students with an interest in doing research may apply to enroll. Enrollment procedure will be posted on the course website. Must be taken for Satisfactory/No Credit basis.

Class Notes:

Class meets bi-weekly: August 31, September 19, October 3, October 17, October 31, November 14, and November 28.

Requirements:

EDU H233Y-H234Y Yearlong

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	reading
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social contexts
HGSE: Content	student achievement
HGSE: Content	learning and teaching
HGSE: Content	learning differences
HGSE: Content	research methods
HGSE: Content	classroom instruction
HGSE: Content	curriculum development
HGSE: Content	teachers
HGSE: Pedagogy	project-based learning
HGSE: Content	scaling
HGSE: Content	families

Education H233Y Section: S01

Exploring Quality in Early Childhood Education: Predicting Academic and Social Outcomes (203799)

Catherine Snow

2016 Fall (2 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This research practicum provides students the opportunity to participate in the first stages of a research effort being conducted by Catherine Snow and Nonie Lesaux, in partnership with MDRC and the Boston Public Schools. The project, ExCEL P-3: Promoting Sustained Gains from Preschool to Third, is designed to identify policies, classroom-level factors, and school experiences that are associated with children's school success during preschool and early elementary school grades. It will involve a systematic program of child assessments, classroom observations, and data collection from families, coaches, and teachers. Students in this research practicum will have the opportunity to learn (1) about the early development of literacy, numeracy, self-regulation, and other predictors of long-term

academic success; (2) about the design of longitudinal predictive studies; (3) about evaluating classroom quality; and (4) about how to design and implement individual research projects in the context of a larger study.

Permission of instructor is required. Enrollment is limited to 18. No prerequisites; master's students with an interest in doing research may apply to enroll. Enrollment procedure will be posted on the course website. Must be taken for Satisfactory/No Credit basis.

Requirements: EDU H233Y-H234Y Yearlong

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	scaling
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	classroom instruction
HGSE: Content	student achievement
HGSE: Content	teachers
HGSE: Content	social contexts
HGSE: Content	research methods
HGSE: Content	reading
HGSE: Content	families
HGSE: Content	curriculum development
HGSE: Content	learning and teaching
HGSE: Content	learning differences
HGSE: Pedagogy	project-based learning

Education H233Y Section: S02

Exploring Quality in Early Childhood Education: Predicting Academic and Social Outcomes (203799)

Catherine Snow

2016 Fall (2 Credits)

Schedule:

R 0515 PM - 0614 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This research practicum provides students the opportunity to participate in the first stages of a research effort being conducted by Catherine Snow and Nonie Lesaux, in partnership with MDRC and the Boston Public Schools. The project, ExCEL P-3: Promoting Sustained Gains from Preschool to Third, is designed to identify policies, classroom-level factors, and school experiences that are associated with children's school success during preschool and early elementary school grades. It will involve a systematic program of child assessments, classroom observations, and data collection from families, coaches, and teachers. Students in this research practicum will have the opportunity to learn (1) about the early development of literacy, numeracy, self-regulation, and other predictors of long-term academic success; (2) about the design of longitudinal predictive studies; (3) about evaluating classroom quality; and (4) about how to design and implement individual research projects in the context of a larger study.

Permission of instructor is required. Enrollment is limited to 18. No prerequisites; master's students with an interest in doing research may apply to enroll. Enrollment procedure will be posted on the course website. Must be taken for Satisfactory/No Credit basis.

Requirements: EDU H233Y-H234Y Yearlong

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	research methods
HGSE: Content	scaling

All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teachers
HGSE: Content	learning and teaching
HGSE: Content	reading
HGSE: Pedagogy	project-based learning
HGSE: Content	learning differences
HGSE: Content	families
HGSE: Content	curriculum development
HGSE: Content	student achievement
HGSE: Content	classroom instruction

Education H234Y Section: 01

Exploring Quality in Early Childhood Education: Predicting Academic and Social Outcomes (203800)

Catherine Snow

2017 Spring (2 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

18

This research practicum provides students the opportunity to participate in the first stages of a research effort being conducted by Catherine Snow and Nonie Lesaux, in partnership with MDRC and the Boston Public Schools. The project, ExCEL P-3: Promoting Sustained Gains from Preschool to Third, is designed to identify policies, classroom-level factors, and school experiences that are associated with children's school success during preschool and early elementary school grades. It will involve a systematic program of child assessments, classroom observations, and data collection from families, coaches, and teachers. Students in this research practicum will have the opportunity to learn (1) about the early development of literacy, numeracy, self-regulation, and other predictors of long-term academic success; (2) about the design of longitudinal predictive studies; (3) about evaluating classroom quality; and (4) about how to design and implement individual research projects in the context of a larger study.

Permission of instructor is required. Enrollment is limited to 18. No prerequisites; master's students with an interest in doing research may apply to enroll. Enrollment procedure will be posted on the course website. Must be taken for Satisfactory/No Credit basis.

Requirements: EDU H233Y-H234Y Yearlong

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
HGSE: Content	curriculum development
HGSE: Content	social contexts
HGSE: Content	student achievement
HGSE: Content	scaling
HGSE: Content	learning differences
HGSE: Content	classroom instruction
HGSE: Content	reading
HGSE: Pedagogy	project-based learning
HGSE: Content	teachers
HGSE: Content	learning and teaching
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	families

Education H236 Section: 01

Adolescent Development (180460)

Nancy Hill

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Adolescence marks change on multiple levels (e.g., biologically, cognitively, and socially) and in multiple contexts (e.g., family, school, community, and peers). In fact, it marks the largest growth period in human development outside of infancy. Driven by enhanced thinking and reasoning capabilities, adolescents struggle with balancing their desires for autonomy and independence with their desires for guidance and connection. These dynamics result in renegotiating family and social relationships and engagement in school, impact the effectiveness of educational practices, and enhance adolescents' ability to think and plan for their future. This course is designed to provide a practical understanding of the developmental issues, assets, and trajectories of adolescent thinking and reasoning. Based in classic and current theory and research and using real problems of practice, students will learn, integrate, and apply knowledge of biological and cognitive development and of identity processes. This course will prepare educational practitioners to integrate developmental approaches to their pedagogy and provide a foundation for those interested in applied research on adolescence.

No prerequisites; prior course work in developmental psychology is helpful, but the course is designed for students without a psychology background. Recommended for students who are planning to work directly with adolescents or are planning to engage in applied research with adolescents.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	online and blended learning
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	adolescent development
HGSE: Content	student achievement
HGSE: Content	motivation
HGSE: Competencies	make a presentation
HGSE: Content	identity
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop a theory of action
HGSE: Content	media
HGSE: Competencies	write a literature review
HGSE: Content	relationships
HGSE: Content	parenting
HGSE: Content	developmental psychology
HGSE: Content	race/ethnicity
HGSE: Content	lgbtq
HGSE: Content	social networks
HGSE: Competencies	write a policy memo
HGSE: Competencies	collaborate
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion

Education H236 Section: S01

Adolescent Development (180460)

Nancy Hill

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: None

Enrollment Cap: 0

Adolescence marks change on multiple levels (e.g., biologically, cognitively, and socially) and in multiple contexts (e.g., family, school, community, and peers). In fact, it marks the largest growth period in human development outside of infancy. Driven by enhanced thinking and reasoning capabilities, adolescents struggle with balancing their desires for autonomy and independence with their desires for guidance and connection. These dynamics result in renegotiating family and social relationships and engagement in school, impact the effectiveness of educational practices, and enhance adolescents' ability to think and plan for their future. This course is designed to provide a practical understanding of the developmental issues, assets, and trajectories of adolescent thinking and reasoning. Based in classic and current theory and research and using real problems of practice, students will learn, integrate, and apply knowledge of biological and cognitive development and of identity processes. This course will prepare educational practitioners to integrate developmental approaches to their pedagogy and provide a foundation for those interested in applied research on adolescence.

No prerequisites; prior course work in developmental psychology is helpful, but the course is designed for students without a psychology background. Recommended for students who are planning to work directly with adolescents or are planning to engage in applied research with adolescents.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	online and blended learning
HGSE: Content	social networks
HGSE: Content	parenting
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a policy memo
HGSE: Competencies	collaborate
HGSE: Content	developmental psychology
HGSE: Pedagogy	project-based learning
HGSE: Competencies	write a literature review
HGSE: Content	relationships
HGSE: Content	student achievement
HGSE: Content	risk prevention/intervention
HGSE: Content	identity
HGSE: Pedagogy	discussion sections
HGSE: Content	motivation
HGSE: Content	race/ethnicity
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	lecture
HGSE: Content	adolescent development
HGSE: Content	lgbtq
HGSE: Content	media
HGSE: Pedagogy	small-group discussion

Education H236 Section: S02

Adolescent Development (180460)

Nancy Hill

2016 Fall (4 Credits)

Schedule: W 1245 PM - 0125 PM

Instructor Permissions: None

Enrollment Cap: 0

Adolescence marks change on multiple levels (e.g., biologically, cognitively, and socially) and in multiple contexts

(e.g., family, school, community, and peers). In fact, it marks the largest growth period in human development outside of infancy. Driven by enhanced thinking and reasoning capabilities, adolescents struggle with balancing their desires for autonomy and independence with their desires for guidance and connection. These dynamics result in renegotiating family and social relationships and engagement in school, impact the effectiveness of educational practices, and enhance adolescents' ability to think and plan for their future. This course is designed to provide a practical understanding of the developmental issues, assets, and trajectories of adolescent thinking and reasoning. Based in classic and current theory and research and using real problems of practice, students will learn, integrate, and apply knowledge of biological and cognitive development and of identity processes. This course will prepare educational practitioners to integrate developmental approaches to their pedagogy and provide a foundation for those interested in applied research on adolescence.

No prerequisites; prior course work in developmental psychology is helpful, but the course is designed for students without a psychology background. Recommended for students who are planning to work directly with adolescents or are planning to engage in applied research with adolescents.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Content	media
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	online and blended learning
HGSE: Pedagogy	discussion sections
HGSE: Competencies	analyze arguments
HGSE: Content	risk prevention/intervention
HGSE: Competencies	write a policy memo
HGSE: Content	race/ethnicity
HGSE: Content	adolescent development
HGSE: Content	developmental psychology
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Content	social networks
HGSE: Content	relationships
HGSE: Content	student achievement
HGSE: Content	motivation
HGSE: Content	parenting
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a literature review
HGSE: Content	lgbtq
HGSE: Competencies	make a presentation
HGSE: Content	identity
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning

Education H250 Section: 01

Developmental Psychology (180464)

Paul Harris

2016 Fall (4 Credits)

Schedule:

MW 0830 AM - 0959 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is an introduction to the theories and findings in developmental psychology. It covers the period of early childhood, but discussion will often extend to older children and adults. The course will cover attachment, pretense and imagination, theory of mind/autism, language and thought, memory, moral development, emotion and emotion understanding, vocabulary growth, cross-cultural variation in relationships and thinking, trust in others' testimony,

thinking and reasoning, and religious development. An important goal is to allow students to examine for themselves not just the conclusions that psychologists have reached about development but also some of the experiments and observations that have led to those conclusions.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	early childhood
HGSE: Competencies	write a research/analytic paper
HGSE: Content	developmental psychology
HGSE: Pedagogy	lecture

Education H250 Section: S01

Developmental Psychology (180464)

Paul Harris

2016 Fall (4 Credits)

Schedule: W 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap: 0

This course is an introduction to the theories and findings in developmental psychology. It covers the period of early childhood, but discussion will often extend to older children and adults. The course will cover attachment, pretense and imagination, theory of mind/autism, language and thought, memory, moral development, emotion and emotion understanding, vocabulary growth, cross-cultural variation in relationships and thinking, trust in others' testimony, thinking and reasoning, and religious development. An important goal is to allow students to examine for themselves not just the conclusions that psychologists have reached about development but also some of the experiments and observations that have led to those conclusions.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	developmental psychology
HGSE: Content	early childhood
HGSE: Pedagogy	lecture
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H250 Section: S02

Developmental Psychology (180464)

Paul Harris

2016 Fall (4 Credits)

Schedule: W 0945 AM - 1025 AM

Instructor Permissions: None

Enrollment Cap: 0

This course is an introduction to the theories and findings in developmental psychology. It covers the period of early childhood, but discussion will often extend to older children and adults. The course will cover attachment, pretense and imagination, theory of mind/autism, language and thought, memory, moral development, emotion and emotion understanding, vocabulary growth, cross-cultural variation in relationships and thinking, trust in others' testimony, thinking and reasoning, and religious development. An important goal is to allow students to examine for themselves not just the conclusions that psychologists have reached about development but also some of the experiments and observations that have led to those conclusions.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Content	early childhood
HGSE: Content	developmental psychology
HGSE: Competencies	write a research/analytic paper

Education H304 Section: 01

Legal and Ethical Issues in Child Advocacy (180481)

Jacqueline Zeller

2017 Spring (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: Instructor**Enrollment Cap:**

36

This course provides an introductory overview of ethical and legal issues that affect school counseling and child advocacy. Professionals navigating these roles with children and their families are often faced with ethical dilemmas that require a balancing of multiple factors. The course will focus on ethical and legal issues related to counseling with and advocating for children and adolescents in schools, as well as working with systems that impact youth and their families. Legal mandates, ethical standards, professional responsibilities, and ethical decisionmaking frameworks will be included in the course. Guest speakers will address special topics relating to ethics and the law in connection with school counseling and child advocacy. Developmental and contextual factors will be highlighted throughout the course.

Permission of instructor required. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H306 Section: 01

Beyond Grit: Noncognitive Factors in School Success (180482)

Stephanie Jones

2017 Spring (4 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: Instructor**Enrollment Cap:**

50

There is a growing body of research suggesting that "noncognitive," or social emotional, skills matter a great deal for children's success in school, as well as for many other related outcomes. In addition, in part sparked by some recent broad-audience writing on the topic, there is also increasing popular interest in related concepts like "grit" and "emotional intelligence." But the national discussion of noncognitive skills lacks clarity about what one means (both in definition and measurement)--as is signaled by the broad set of skills that are lumped into this category--and is beset by dilemmas about how best to promote these skills. This course is designed to provide a multidisciplinary introduction to research and intervention on noncognitive skills important to school success from early childhood through early adolescence. The course is structured to unfold in three parts focusing on the following big questions: (1) How are noncognitive skills defined in research and practice? How do they vary with development? (2) How are noncognitive skills typically cultivated in schools and schooling? What have we learned from intervention/prevention about their role in learning? What are the primary challenges to integrating noncognitive skills into practice? (3) What is the role of policy in promoting noncognitive skills in educational

contexts?

Permission of instructor required. Enrollment is limited.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H307 Section: 01

Institutional and Community-Based Strategies to Support Children and Strengthen Families (180483)

Julie Boatright Wilson

2016 Fall (4 Credits)

Schedule:

MW 0245 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

(New course.) This course examines the design and effectiveness of current governmental and community-based strategies for supporting at-risk children and strengthening their families. The course begins by exploring conceptual and developmental frameworks for assessing child and family well-being. It draws on recent research on the developmental needs of children and youth and the impact of poverty on well-being as well as other literature and theory to identify the components of best practice for dealing with these children and families. The course concludes by exploring new innovations in state agency practice and local initiatives--how they began, how they evolved, and how effective they are.

Permission of instructor required. Enrollment limited to 15. Enrollment procedure to be posted on course website.

Class Notes:

Class will meet at the Harvard Kennedy School, Littauer 332.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teams
HGSE: Competencies	engage families
HGSE: Content	social justice
HGSE: Content	child development
HGSE: Content	community
HGSE: Content	risk prevention/intervention
HGSE: Content	scaling
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Content	relationships
HGSE: Content	organizations
HGSE: Content	culture
HGSE: Content	accountability
HGSE: Content	early childhood
HGSE: Competencies	think strategically
HGSE: Content	social contexts
HGSE: Content	nonprofits
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Content	evaluation
HGSE: Pedagogy	team-based learning
HGSE: Content	parenting
HGSE: Content	policy
HGSE: Content	families

HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	advocacy
HGSE: Content	adolescent development
HGSE: Content	lgbtq
HGSE: Content	race/ethnicity
HGSE: Content	assessment
HGSE: Content	partnerships

Education H307 Section: S01

Institutional and Community-Based Strategies to Support Children and Strengthen Families (180483)

Julie Boatright Wilson

2016 Fall (4 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

(New course.) This course examines the design and effectiveness of current governmental and community-based strategies for supporting at-risk children and strengthening their families. The course begins by exploring conceptual and developmental frameworks for assessing child and family well-being. It draws on recent research on the developmental needs of children and youth and the impact of poverty on well-being as well as other literature and theory to identify the components of best practice for dealing with these children and families. The course concludes by exploring new innovations in state agency practice and local initiatives--how they began, how they evolved, and how effective they are.

Permission of instructor required. Enrollment limited to 15. Enrollment procedure to be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	nonprofits
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	small-group discussion
HGSE: Content	social justice
HGSE: Content	advocacy
HGSE: Content	relationships
HGSE: Content	scaling
HGSE: Content	evaluation
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	early childhood
HGSE: Content	organizations
HGSE: Competencies	think strategically
HGSE: Content	adolescent development
HGSE: Content	child development
HGSE: Content	community
HGSE: Content	assessment
HGSE: Content	accountability
HGSE: Content	policy
HGSE: Content	race/ethnicity
HGSE: Content	culture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	lgbtq
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Content	parenting
HGSE: Competencies	build partnership
HGSE: Content	social contexts

HGSE: Content	teams
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage families
HGSE: Content	partnerships
HGSE: Content	families
HGSE: Pedagogy	case-method learning

Education H307 Section: S02

Institutional and Community-Based Strategies to Support Children and Strengthen Families (180483)

Julie Boatright Wilson

2016 Fall (4 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) This course examines the design and effectiveness of current governmental and community-based strategies for supporting at-risk children and strengthening their families. The course begins by exploring conceptual and developmental frameworks for assessing child and family well-being. It draws on recent research on the developmental needs of children and youth and the impact of poverty on well-being as well as other literature and theory to identify the components of best practice for dealing with these children and families. The course concludes by exploring new innovations in state agency practice and local initiatives--how they began, how they evolved, and how effective they are.

Permission of instructor required. Enrollment limited to 15. Enrollment procedure to be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Competencies	engage families
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	think strategically
HGSE: Content	advocacy
HGSE: Content	relationships
HGSE: Content	diversity equity inclusion
HGSE: Content	parenting
HGSE: Content	families
HGSE: Content	teams
HGSE: Content	evaluation
HGSE: Content	social contexts
HGSE: Content	assessment
HGSE: Content	risk prevention/intervention
HGSE: Competencies	collaborate
HGSE: Content	scaling
HGSE: Content	early childhood
HGSE: Competencies	build partnership
HGSE: Content	adolescent development
HGSE: Pedagogy	case-method learning
HGSE: Competencies	practice equity and inclusion
HGSE: Content	accountability
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	child development
HGSE: Content	lgbtq
HGSE: Content	nonprofits
HGSE: Content	community
HGSE: Content	partnerships

HGSE: Pedagogy	guest speaker(s)
HGSE: Content	culture
HGSE: Content	policy
HGSE: Content	race/ethnicity

Education H310M Section: 01

Establishing Loving Spaces for Learning: Preventing Bullying and Discrimination in U.S. Schools (180496)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Across the United States, educators are struggling to determine the most effective ways of creating learning spaces that are loving and transformational for all students. To do this requires building school climates that are nurturing and inclusive for students from diverse racial, cultural, socio-economic, and political backgrounds, who come to school with diverse identities, learning styles, and challenges. Research clearly demonstrates that feeling safe or unwelcome at school has direct and measurable effects on students' academic achievement. This module will explore empirical evidence that supports the creation of safe, loving schools and provide examples of best practices for educators seeking to prevent bullying and discrimination. By the end of the module, students should be able to: (1) communicate to educational stakeholders and policymakers about bullying and discrimination in the United States and, specifically, the importance of social-emotional supports for the academic development of students; (2) analyze and critique programs that seek to prevent bullying and discrimination; and (3) apply their knowledge in a practice, policy or research context of their choice. To accomplish these goals, in the first half of the course we will explore theoretical and empirical research on bullying and discrimination in schools. Here, we will consider the ways that multiple stakeholders define safety. During the second half of the course, we will explore practical approaches to creating safe and loving educational contexts for young people. Here, we will focus on strategies that empower young people to be active agents in building loving spaces. The course will also provide opportunities to consider specific types of identity-related bullying, such as homophobia, xenophobia, ableism, and racism. Although schools will be the central setting examined, course materials are also applicable to community-based settings.

Class Notes:

Class meets August 31, September 12, 19, and 26, October 3. and 17.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	culture
HGSE: Content	social development
HGSE: Pedagogy	lecture
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	school reform
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Content	social justice
HGSE: Content	adolescent development
HGSE: Content	relationships
HGSE: Content	bullying/discrimination
HGSE: Competencies	engage in difficult conversations
HGSE: Content	teacher preparation
HGSE: Competencies	build partnership
HGSE: Content	counseling
HGSE: Content	advocacy
HGSE: Content	identity
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Competencies	practice equity and inclusion

HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

Education H310M Section: S01

Establishing Loving Spaces for Learning: Preventing Bullying and Discrimination in U.S. Schools (180496)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: None

Enrollment Cap:

0

Across the United States, educators are struggling to determine the most effective ways of creating learning spaces that are loving and transformational for all students. To do this requires building school climates that are nurturing and inclusive for students from diverse racial, cultural, socio-economic, and political backgrounds, who come to school with diverse identities, learning styles, and challenges. Research clearly demonstrates that feeling safe or unwelcome at school has direct and measurable effects on students' academic achievement. This module will explore empirical evidence that supports the creation of safe, loving schools and provide examples of best practices for educators seeking to prevent bullying and discrimination. By the end of the module, students should be able to: (1) communicate to educational stakeholders and policymakers about bullying and discrimination in the United States and, specifically, the importance of social-emotional supports for the academic development of students; (2) analyze and critique programs that seek to prevent bullying and discrimination; and (3) apply their knowledge in a practice, policy or research context of their choice. To accomplish these goals, in the first half of the course we will explore theoretical and empirical research on bullying and discrimination in schools. Here, we will consider the ways that multiple stakeholders define safety. During the second half of the course, we will explore practical approaches to creating safe and loving educational contexts for young people. Here, we will focus on strategies that empower young people to be active agents in building loving spaces. The course will also provide opportunities to consider specific types of identity-related bullying, such as homophobia, xenophobia, ableism, and racism. Although schools will be the central setting examined, course materials are also applicable to community-based settings.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Content	identity
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation
HGSE: Pedagogy	reflective writing
HGSE: Content	adolescent development
HGSE: Content	risk prevention/intervention
HGSE: Content	advocacy
HGSE: Content	counseling
HGSE: Content	culture
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	bullying/discrimination
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	experiential learning
HGSE: Content	social justice
HGSE: Content	school reform
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Content	relationships
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	analyze arguments
HGSE: Competencies	build partnership
HGSE: Content	social development

Education H310M Section: S02

Establishing Loving Spaces for Learning: Preventing Bullying and Discrimination in U.S. Schools (180496)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: None**Enrollment Cap:**

0

Across the United States, educators are struggling to determine the most effective ways of creating learning spaces that are loving and transformational for all students. To do this requires building school climates that are nurturing and inclusive for students from diverse racial, cultural, socio-economic, and political backgrounds, who come to school with diverse identities, learning styles, and challenges. Research clearly demonstrates that feeling safe or unwelcome at school has direct and measurable effects on students' academic achievement. This module will explore empirical evidence that supports the creation of safe, loving schools and provide examples of best practices for educators seeking to prevent bullying and discrimination. By the end of the module, students should be able to: (1) communicate to educational stakeholders and policymakers about bullying and discrimination in the United States and, specifically, the importance of social-emotional supports for the academic development of students; (2) analyze and critique programs that seek to prevent bullying and discrimination; and (3) apply their knowledge in a practice, policy or research context of their choice. To accomplish these goals, in the first half of the course we will explore theoretical and empirical research on bullying and discrimination in schools. Here, we will consider the ways that multiple stakeholders define safety. During the second half of the course, we will explore practical approaches to creating safe and loving educational contexts for young people. Here, we will focus on strategies that empower young people to be active agents in building loving spaces. The course will also provide opportunities to consider specific types of identity-related bullying, such as homophobia, xenophobia, ableism, and racism. Although schools will be the central setting examined, course materials are also applicable to community-based settings.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adolescent development
HGSE: Content	counseling
HGSE: Content	risk prevention/intervention
HGSE: Content	social development
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	relationships
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Content	identity
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Content	school reform
HGSE: Content	teacher preparation
HGSE: Content	advocacy
HGSE: Content	diversity equity inclusion
HGSE: Content	bullying/discrimination
HGSE: Pedagogy	lecture
HGSE: Content	social justice
HGSE: Content	culture
HGSE: Pedagogy	experiential learning
HGSE: Competencies	build partnership
HGSE: Pedagogy	guest speaker(s)

Education H310W Section: 01

Developing Effective School and Community Interventions for At-Risk Children (180505)

Richard Weissbourd

2017 Spring (2 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25

How can we develop more effective interventions for at risk children? This module addresses this question with a focus on children in poverty and children suffering social and emotional risks. Students' primary work will be to develop a proposal for an intervention that they will then present to school and community leaders from Boston and Boston city leaders, including the mayor of Boston (schedule permitting), and city leaders from other nearby towns. Students may select an intervention designed to improve students' academic performance; to reduce children's social or emotional risks; or to promote social, emotional, or moral development. The module will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency as well; new models of resiliency will also be examined. Attention will be given to the different sources and different expressions of risk and resilience across race, class, and culture. For each of the interventions, students will explore several questions: What is the evidence that the intervention is, in fact, effective? How convinced are students--based on the available evidence--that the intervention will, in fact, be effective? In what sense is the intervention effective? For example, what kinds of children are helped by these interventions, how much are they helped, and who is left behind? What is the "theory of change," underlying the intervention and what are the major ingredients of the intervention? What are the factors, including political factors, that determine whether a city leader supports an intervention? How can interventions best be sustained over time? What determines whether interventions can be effectively scaled up? Classes will be a combination of discussion, lectures, and guest speakers involved in interventions, but will also be devoted to students presenting their intervention proposals at various stages.

Permission of instructor required. Enrollment is limited to enable more intensive classroom discussion.

Prerequisites: prior knowledge and background in theories of risk and resilience and current school reforms helpful but not required. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as SUP-425M.

Class Notes: Class meets January 2 - 13, 1:00 - 4:00 p.m.**Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education H311 Section: 01

Issues of Diversity in Cross-Cultural Counseling and Advocacy (180509)

Josephine Kim

2017 Spring (4 Credits)

Schedule: T 0530 PM - 0829 PM**Instructor Permissions:** Instructor**Enrollment Cap:** 40

This course is designed to assist students interested in counseling, teaching, program and policy development, guidance, and student support careers in developing a more informed understanding of issues involved in working effectively with diverse students and families in community and school settings. The course is also designed to increase students' awareness of their own and others' life experiences, and how these impact the way in which one approaches interactions with individuals who are most "different" from them. In addition, the course is designed to help students develop a deeper understanding of how sociopolitical factors affect selected ethnic and nonethnic minority groups in the United States. The course is focused on issues that have a direct impact on the helping relationship, and the materials are relevant for any student who seeks to impact the field of education.

Permission of instructor required. Ed.M. and CAS students in the Prevention Science and Practice Program given

preference. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	counseling
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	experiential learning
HGSE: Competencies	conduct an interview
HGSE: Content	diversity equity inclusion
HGSE: Content	social development

Education H327 Section: 01

Individual Counseling and Psychotherapy with Children and Adolescents (180516)

Jacqueline Zeller

2016 Fall (4 Credits)

Schedule:

T 0830 AM - 1129 AM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course examines intervention strategies and their theoretical underpinnings as applied to individual counseling and psychotherapy with children and adolescents in schools and community settings. In addition to familiarizing students with the major counseling theories, emphasis is placed on play therapy, systems approaches, and cognitive-behavioral approaches for children and adolescents. Developmental and contextual factors are addressed with regard to their implications for case conceptualization and treatment planning. Important topics in the field of counseling children and adolescents will also be explored, including ethical and cultural considerations. Students will apply skills introduced in class through role-plays with classmates. This course is designed to help students develop a beginning knowledge of counseling skills.

Permission of instructor required. Enrollment is limited. Prevention Science and Practice Program students given preference, but interested students from other programs are also encouraged to apply. No prerequisites; experience working with children and/or adolescents and a background in general psychology is helpful. Required for first-year students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H327 Section: S01

Individual Counseling and Psychotherapy with Children and Adolescents (180516)

Jacqueline Zeller

2016 Fall (4 Credits)

Schedule:

R 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course examines intervention strategies and their theoretical underpinnings as applied to individual counseling and psychotherapy with children and adolescents in schools and community settings. In addition to familiarizing students with the major counseling theories, emphasis is placed on play therapy, systems approaches, and

cognitive-behavioral approaches for children and adolescents. Developmental and contextual factors are addressed with regard to their implications for case conceptualization and treatment planning. Important topics in the field of counseling children and adolescents will also be explored, including ethical and cultural considerations. Students will apply skills introduced in class through role-plays with classmates. This course is designed to help students develop a beginning knowledge of counseling skills.

Permission of instructor required. Enrollment is limited. Prevention Science and Practice Program students given preference, but interested students from other programs are also encouraged to apply. No prerequisites; experience working with children and/or adolescents and a background in general psychology is helpful. Required for first-year students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H327 Section: S02

Individual Counseling and Psychotherapy with Children and Adolescents (180516)

Jacqueline Zeller

2016 Fall (4 Credits)

Schedule: R 0215 PM - 0255 PM

Instructor Permissions: Instructor **Enrollment Cap:** 40

This course examines intervention strategies and their theoretical underpinnings as applied to individual counseling and psychotherapy with children and adolescents in schools and community settings. In addition to familiarizing students with the major counseling theories, emphasis is placed on play therapy, systems approaches, and cognitive-behavioral approaches for children and adolescents. Developmental and contextual factors are addressed with regard to their implications for case conceptualization and treatment planning. Important topics in the field of counseling children and adolescents will also be explored, including ethical and cultural considerations. Students will apply skills introduced in class through role-plays with classmates. This course is designed to help students develop a beginning knowledge of counseling skills.

Permission of instructor required. Enrollment is limited. Prevention Science and Practice Program students given preference, but interested students from other programs are also encouraged to apply. No prerequisites; experience working with children and/or adolescents and a background in general psychology is helpful. Required for first-year students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H331Y Section: 01

Risk & Resilience in Social Contexts/Birth to Young Adulthood:Strategies of Prevention&Intervention (180518)

Stephanie Jones

2016 Fall (2 Credits)

Schedule: T 0100 PM - 0229 PM

Instructor Permissions: Instructor **Enrollment Cap:** 40

This course has two aims: (1) to understand how processes of risk and resilience develop in social contexts; and (2) to explore how interventions based on this developmental information can enhance competence. The course will

emphasize how developmental processes of risk and resilience are affected by social contexts. Contexts to be studied range from small group, organizational, and community contexts up to the level of policy and culture. The course will review strategies and systems of prevention and intervention that target change in these social contexts, and thereby reduce risk or increase adaptation. Students will draw on multidisciplinary content from the fields of human development, education, developmental and community psychology, psychiatry, public health, sociology, and public policy. The first part of the course will focus on developmental theories relevant to a contextual approach to risk, resilience, and competence. The second part will explore, in depth, a range of strategies for prevention, intervention, and social change that show evidence of positive impacts on child and youth development. In this part of the course, attention will focus on stages of program conceptualization, implementation, evaluation, and expansion or replication.

Permission of instructor required. Enrollment is limited to 40. No prerequisites; some background course work in developmental psychology helpful but not necessary. Required for Ed.M. students in the Prevention Science and Practice Program. Doctoral students studying in the areas of risk, resilience, social intervention, and social change are encouraged to enroll. All interested students should attend shopping or contact the instructor. H-331Y and H-332Y were formerly yearlong course H-331.

Class Notes: Class meets on alternate weeks.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	diversity equity inclusion
HGSE: Content	program evaluation
HGSE: Competencies	write a literature review
HGSE: Content	community
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	design an intervention
HGSE: Content	culture
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	risk prevention/intervention
HGSE: Content	mental health
HGSE: Content	psychology
HGSE: Pedagogy	research project
HGSE: Content	counseling
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Content	developmental psychology

Education H331Y Section: S01

Risk & Resilience in Social Contexts/Birth to Young Adulthood:Strategies of Prevention&Intervention (180518)

Stephanie Jones

2016 Fall (2 Credits)

Schedule: R 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

This course has two aims: (1) to understand how processes of risk and resilience develop in social contexts; and (2) to explore how interventions based on this developmental information can enhance competence. The course will

emphasize how developmental processes of risk and resilience are affected by social contexts. Contexts to be studied range from small group, organizational, and community contexts up to the level of policy and culture. The course will review strategies and systems of prevention and intervention that target change in these social contexts, and thereby reduce risk or increase adaptation. Students will draw on multidisciplinary content from the fields of human development, education, developmental and community psychology, psychiatry, public health, sociology, and public policy. The first part of the course will focus on developmental theories relevant to a contextual approach to risk, resilience, and competence. The second part will explore, in depth, a range of strategies for prevention, intervention, and social change that show evidence of positive impacts on child and youth development. In this part of the course, attention will focus on stages of program conceptualization, implementation, evaluation, and expansion or replication.

Permission of instructor required. Enrollment is limited to 40. No prerequisites; some background course work in developmental psychology helpful but not necessary. Required for Ed.M. students in the Prevention Science and Practice Program. Doctoral students studying in the areas of risk, resilience, social intervention, and social change are encouraged to enroll. All interested students should attend shopping or contact the instructor. H-331Y and H-332Y were formerly yearlong course H-331.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Competencies	design an intervention
HGSE: Pedagogy	peer learning
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop a theory of action
HGSE: Content	developmental psychology
HGSE: Pedagogy	research project
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	psychology
HGSE: Competencies	collaborate
HGSE: Content	culture
HGSE: Content	program evaluation
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Content	community
HGSE: Competencies	write a research/analytic paper
HGSE: Content	mental health
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a literature review
HGSE: Content	counseling
HGSE: Competencies	engage in difficult conversations

Education H331Y Section: S02

Risk & Resilience in Social Contexts/Birth to Young Adulthood:Strategies of Prevention&Intervention (180518)

Stephanie Jones

2016 Fall (2 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course has two aims: (1) to understand how processes of risk and resilience develop in social contexts; and (2) to explore how interventions based on this developmental information can enhance competence. The course will emphasize how developmental processes of risk and resilience are affected by social contexts. Contexts to be studied range from small group, organizational, and community contexts up to the level of policy and culture. The course will review strategies and systems of prevention and intervention that target change in these social contexts,

and thereby reduce risk or increase adaptation. Students will draw on multidisciplinary content from the fields of human development, education, developmental and community psychology, psychiatry, public health, sociology, and public policy. The first part of the course will focus on developmental theories relevant to a contextual approach to risk, resilience, and competence. The second part will explore, in depth, a range of strategies for prevention, intervention, and social change that show evidence of positive impacts on child and youth development. In this part of the course, attention will focus on stages of program conceptualization, implementation, evaluation, and expansion or replication.

Permission of instructor required. Enrollment is limited to 40. No prerequisites; some background course work in developmental psychology helpful but not necessary. Required for Ed.M. students in the Prevention Science and Practice Program. Doctoral students studying in the areas of risk, resilience, social intervention, and social change are encouraged to enroll. All interested students should attend shopping or contact the instructor. H-331Y and H-332Y were formerly yearlong course H-331.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	developmental psychology
HGSE: Content	psychology
HGSE: Competencies	collaborate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop a theory of action
HGSE: Content	culture
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a literature review
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	design an intervention
HGSE: Pedagogy	peer learning
HGSE: Content	mental health
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	counseling
HGSE: Content	community
HGSE: Content	program evaluation
HGSE: Pedagogy	research project

Education H332Y Section: 01

Risk & Resilience in Social Contexts: Birth to Young Adulthood: Strategies of Prevention & Intervention (203632)

Stephanie Jones

2017 Spring (2 Credits)

Schedule:

T 0100 PM - 0229 PM

Instructor Permissions: None

Enrollment Cap:

40

This course has two aims: (1) to understand how processes of risk and resilience develop in social contexts; and (2) to explore how interventions based on this developmental information can enhance competence. The course will emphasize how developmental processes of risk and resilience are affected by social contexts. Contexts to be studied range from small group, organizational, and community contexts up to the level of policy and culture. The course will review strategies and systems of prevention and intervention that target change in these social contexts, and thereby reduce risk or increase adaptation. Students will draw on multidisciplinary content from the fields of human development, education, developmental and community psychology, psychiatry, public health, sociology, and public policy. The first part of the course will focus on developmental theories relevant to a contextual approach

to risk, resilience, and competence. The second part will explore, in depth, a range of strategies for prevention, intervention, and social change that show evidence of positive impacts on child and youth development. In this part of the course, attention will focus on stages of program conceptualization, implementation, evaluation, and expansion or replication.

Permission of instructor required. Enrollment is limited to 40. No prerequisites; some background course work in developmental psychology helpful but not necessary. Required for Ed.M. students in the Prevention Science and Practice Program. Doctoral students studying in the areas of risk, resilience, social intervention, and social change are encouraged to enroll. All interested students should attend shopping or contact the instructor. H-331Y and H-332Y were formerly yearlong course H-331.

Class Notes: Class meets every other week.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychology
HGSE: Content	community
HGSE: Content	risk prevention/intervention
HGSE: Content	mental health
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a literature review
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Competencies	write a research/analytic paper
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	research project
HGSE: Pedagogy	small-group discussion
HGSE: Content	culture
HGSE: Content	developmental psychology
HGSE: Content	program evaluation
HGSE: Content	counseling
HGSE: Competencies	collaborate
HGSE: Competencies	design an intervention

Education H340 Section: 01

Preventative and Developmental Group Counseling (180520)

Josephine Kim

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

This course presents approaches to group counseling for students across the age span preK-12. The course will tailor specific group counseling approaches to different developmental levels through course readings and activities, and in separate breakout sections/workshops that will be organized by age/grade-level focus. In addition to addressing differentiated developmental focuses within the course, common themes that run across developmental levels are emphasized, including strategies of preparation for school-based group work, core processes for facilitating group dynamics, and understanding the school/preschool contexts within which group work is conducted. Additionally, specific prevention themes will be addressed throughout: prevention for particular risks such as school failure, aggressive behavior and/or victimization, substance abuse (depending on grade level), etc. The key thrust of

the course is the organization of groups by an understanding of prevention and development.

Permission of instructor required. Enrollment is limited. Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. Prerequisites: experience working with children and/or adolescents and a background in general psychology helpful but not required. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	risk prevention/intervention
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	group dynamics
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop a business proposal or plan
HGSE: Pedagogy	simulation/role play
HGSE: Content	social development
HGSE: Competencies	facilitate group process
HGSE: Content	counseling

Education H340 Section: S01

Preventative and Developmental Group Counseling (180520)

Josephine Kim

2016 Fall (4 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course presents approaches to group counseling for students across the age span preK-12. The course will tailor specific group counseling approaches to different developmental levels through course readings and activities, and in separate breakout sections/workshops that will be organized by age/grade-level focus. In addition to addressing differentiated developmental focuses within the course, common themes that run across developmental levels are emphasized, including strategies of preparation for school-based group work, core processes for facilitating group dynamics, and understanding the school/preschool contexts within which group work is conducted. Additionally, specific prevention themes will be addressed throughout: prevention for particular risks such as school failure, aggressive behavior and/or victimization, substance abuse (depending on grade level), etc. The key thrust of the course is the organization of groups by an understanding of prevention and development.

Permission of instructor required. Enrollment is limited. Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. Prerequisites: experience working with children and/or adolescents and a background in general psychology helpful but not required. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	diversity equity inclusion
HGSE: Content	social development
HGSE: Pedagogy	experiential learning

HGSE: Content	risk prevention/intervention
HGSE: Content	counseling
HGSE: Content	group dynamics
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion

Education H340 Section: S02

Preventative and Developmental Group Counseling (180520)

Josephine Kim

2016 Fall (4 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course presents approaches to group counseling for students across the age span preK-12. The course will tailor specific group counseling approaches to different developmental levels through course readings and activities, and in separate breakout sections/workshops that will be organized by age/grade-level focus. In addition to addressing differentiated developmental focuses within the course, common themes that run across developmental levels are emphasized, including strategies of preparation for school-based group work, core processes for facilitating group dynamics, and understanding the school/preschool contexts within which group work is conducted. Additionally, specific prevention themes will be addressed throughout: prevention for particular risks such as school failure, aggressive behavior and/or victimization, substance abuse (depending on grade level), etc. The key thrust of the course is the organization of groups by an understanding of prevention and development.

Permission of instructor required. Enrollment is limited. Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. Prerequisites: experience working with children and/or adolescents and a background in general psychology helpful but not required. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	group dynamics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a business proposal or plan
HGSE: Pedagogy	experiential learning
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	simulation/role play
HGSE: Content	social development
HGSE: Content	risk prevention/intervention
HGSE: Content	diversity equity inclusion
HGSE: Content	counseling
HGSE: Pedagogy	small-group discussion

Education H341 Section: 01

Inventing the Future: Building Connections from School to Career (180521)

Mandy Savitz-Romer

2017 Spring (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

With growing attention to college- and career-ready practices and policies, educators are looking for new ways to

equip graduates with the knowledge and skills to envision and attain a successful future. However, what is often missing from current efforts is a clear understanding of the ways in which developmental theories influence career development and college readiness across the preK-16 pipeline. By drawing on the core processes and principles of development that shape how children, adolescents, and young adults approach their futures, this course provides aspiring administrators, counselors, teachers, higher education staff, and researchers with specific strategies for applied work. This course has two goals: (1) to understand the nature of career and postsecondary development, and (2) to enable students to design appropriate interventions to promote academic and career success. The first half of the course will be dedicated to career and postsecondary development and related theories, paying special attention to the processes by which young people conceptualize and pursue future educational and career opportunities. Students will read literature from the fields of preK-12 education, school counseling, psychology, higher education, and career development. The second half of the course will be spent examining developmentally appropriate intervention models at the individual, school, community, and policy levels.

Permission of instructor required. Enrollment is limited. Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. This course meets the career counseling course requirement for Massachusetts licensure in school social worker/school adjustment and school guidance counseling. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	coaching
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop a theory of action
HGSE: Content	metacognition
HGSE: Content	developmental psychology
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Competencies	facilitate group process
HGSE: Content	out-of-school time
HGSE: Competencies	design an intervention
HGSE: Content	adult development
HGSE: Pedagogy	peer learning
HGSE: Content	community
HGSE: Competencies	engage families
HGSE: Content	families
HGSE: Competencies	build partnership
HGSE: Content	motivation
HGSE: Content	identity
HGSE: Pedagogy	project-based learning
HGSE: Content	nonprofits
HGSE: Content	higher-education access
HGSE: Competencies	write a literature review
HGSE: Content	psychology
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Content	higher education
HGSE: Content	counseling
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	student achievement
HGSE: Content	career development
HGSE: Pedagogy	small-group discussion

Education H370 Section: 01

Social Development: Applications to Education, Ethics, and Engagement of Youth Through Media (180530)

Robert Selman

2017 Spring (4 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: Instructor**Enrollment Cap:**

20

One aim of this course is to integrate science and art to understand the cultural and developmental foundations of childhood and adolescent social relationships. The related aim is to design engaging resource materials that use stories for youth (fictional, historical, biographical)--to promote the (educational) content knowledge about, and the (ethical) understanding and informed social reflection of youth as they navigate self and society. The questions we ask include: What kinds of knowledge, values, and competencies do children and adolescents need to practice caring for and respecting both peers and adults, those they know and do not know? How can informed civic reflection and engagement be promoted in youth, both in and out of school contexts? How can schools and classrooms be designed to prevent the breeding of disrespect and cynicism, both in individuals and between identity groups? How will the new media based digital order and the new experiences of "digital natives" influence the nature of the society, locally and globally, that youth will inherit?

Permission of instructor required. Enrollment limited to 20. No prerequisites; some familiarity with social science research and developmental psychology is useful.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social development
HGSE: Content	adolescent development
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	multimedia texts
HGSE: Content	media
HGSE: Content	values
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H371 Section: 01

Theories and Methods of Child/Adolescent Cognitive and Psychological Assessment (180531)

Holly Lem

2017 Spring (4 Credits)

Schedule:

R 0500 PM - 0759 PM

Instructor Permissions: Instructor**Enrollment Cap:**

35

The purpose of this course is to provide a broad theoretical overview of different approaches to the cognitive and psychological assessment of children and adolescents. Students will cultivate diagnostic problem solving skills, including clinical interviewing with an exposure to cognitive and personality testing. The strengths and limitations of these approaches will be explored in the context of furthering critical inquiry and understanding assessment practices. The course will emphasize using a multifaceted approach in the attempt to capture the complexity of the individual. It should be noted that while students will be exposed to the administration and scoring of a range of psychological tests, this introductory survey course does not qualify them for "real life" use of these tests without extensive additional training. The course instead should be viewed as providing students with a theoretical background that will help inform their understanding of how evaluations are used in various settings. Ethical considerations, controversies related to assessment, and multicultural issues will be discussed.

Permission of instructor required. Enrollment is limited. Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. No prerequisites; previous counseling with children and/or adolescents highly recommended. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school

adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	child development
HGSE: Content	assessment
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	conduct psychosocial interview
HGSE: Content	psychological testing
HGSE: Content	ethics
HGSE: Competencies	administer an assessment
HGSE: Content	adolescent development

Education H382 Section: 01

The Challenges Kids Face: Developmental, Cultural, & Contextual Perspectives on Risk & Resilience (180544)

Holly Lem

2016 Fall (4 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course reviews some of the major psychosocial difficulties facing school-aged children. Using current and classic psychological literature, the class will explore the struggles and the challenges that kids grapple with in dealing with a mental health issue and/or diagnosis. The class will be child/adolescent-focused in terms of continuing to infuse the discussion with the child's perspective. When possible, the voices of the children will be heard through the reading of memoirs or viewing of documentaries. A multifaceted lens will be used to ground the child's experience in a complex way emphasizing resilience and protective factors. A conceptual thread throughout the class will be the attention paid to the power of relationships in a child's life--both the productive and the destructive potential of relationships will be investigated.

Permission of instructor required. Fulfills the psychopathology requirement for CAS students in the Prevention Science and Practice Program pursuing licensure as a school social worker or school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	risk prevention/intervention
HGSE: Content	mental health
HGSE: Content	emotional development
HGSE: Pedagogy	multimedia texts
HGSE: Content	counseling
HGSE: Pedagogy	reflective writing
HGSE: Content	social development
HGSE: Competencies	write a case study
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	small-group discussion

Education H382 Section: S01

The Challenges Kids Face: Developmental, Cultural, & Contextual Perspectives on Risk & Resilience (180544)

Holly Lem

2016 Fall (4 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

This course reviews some of the major psychosocial difficulties facing school-aged children. Using current and classic psychological literature, the class will explore the struggles and the challenges that kids grapple with in dealing with a mental health issue and/or diagnosis. The class will be child/adolescent-focused in terms of continuing to infuse the discussion with the child's perspective. When possible, the voices of the children will be heard through the reading of memoirs or viewing of documentaries. A multifaceted lens will be used to ground the child's experience in a complex way emphasizing resilience and protective factors. A conceptual thread throughout the class will be the attention paid to the power of relationships in a child's life--both the productive and the destructive potential of relationships will be investigated.

Permission of instructor required. Fulfills the psychopathology requirement for CAS students in the Prevention Science and Practice Program pursuing licensure as a school social worker or school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	risk prevention/intervention
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	mental health
HGSE: Content	emotional development
HGSE: Pedagogy	reflective writing
HGSE: Content	counseling
HGSE: Competencies	write a case study
HGSE: Pedagogy	small-group discussion
HGSE: Content	social development
HGSE: Pedagogy	multimedia texts

Education H382 Section: S02

The Challenges Kids Face: Developmental, Cultural, & Contextual Perspectives on Risk & Resilience (180544)

Holly Lem

2016 Fall (4 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

This course reviews some of the major psychosocial difficulties facing school-aged children. Using current and classic psychological literature, the class will explore the struggles and the challenges that kids grapple with in dealing with a mental health issue and/or diagnosis. The class will be child/adolescent-focused in terms of continuing to infuse the discussion with the child's perspective. When possible, the voices of the children will be heard through the reading of memoirs or viewing of documentaries. A multifaceted lens will be used to ground the child's experience in a complex way emphasizing resilience and protective factors. A conceptual thread throughout the class will be the attention paid to the power of relationships in a child's life--both the productive and the destructive potential of relationships will be investigated.

Permission of instructor required. Fulfills the psychopathology requirement for CAS students in the Prevention Science and Practice Program pursuing licensure as a school social worker or school adjustment counselor. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	counseling
HGSE: Content	social development
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Content	emotional development
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	reflective writing
HGSE: Content	risk prevention/intervention
HGSE: Content	mental health
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a case study
HGSE: Pedagogy	multimedia texts

Education H383Y Section: 01

Prevention Practicum: Working with Children and Youth in School and Community Settings (203497)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

T 0230 PM - 0459 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

This class is designed to provide students with a foundation of best practices for supporting the development of children and youth in classroom, school, and community contexts. In particular, students will examine developmental and sociocultural theories that inform strengths-based approaches to prevention and intervention work. As a part of their coursework, students will investigate the many systems in which children and youth develop, paying particular attention to how collaborations across systems can improve developmental outcomes. In addition, the course is designed to foster the development of a professional identity as a prevention practitioner through an exploration of personal history and experience and an awareness of the impact of racism, sexism, classism, homophobia, ableism, and ageism on the experiences and development of children and youth.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in the Prevention Practice Strand. Students enrolled in the course must intern for 8-10 hours per week at a designated, supervised prevention practicum placement. H-383Y and H-384Y were formerly yearlong course H-383.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	design a lesson
HGSE: Content	social contexts
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	civic engagement
HGSE: Content	partnerships
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	out-of-school time
HGSE: Content	learning and teaching
HGSE: Content	counseling
HGSE: Content	pedagogy
HGSE: Content	diversity equity inclusion
HGSE: Content	system-level leadership
HGSE: Competencies	develop curriculum

HGSE: Content	coaching
HGSE: Content	risk prevention/intervention
HGSE: Content	identity
HGSE: Content	social justice
HGSE: Competencies	analyze arguments
HGSE: Content	relationships
HGSE: Content	nonprofits
HGSE: Content	community
HGSE: Competencies	engage families
HGSE: Pedagogy	project-based learning

Education H383Y Section: S01

Prevention Practicum: Working with Children and Youth in School and Community Settings (203497)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

R 1200 PM - 1240 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This class is designed to provide students with a foundation of best practices for supporting the development of children and youth in classroom, school, and community contexts. In particular, students will examine developmental and sociocultural theories that inform strengths-based approaches to prevention and intervention work. As a part of their coursework, students will investigate the many systems in which children and youth develop, paying particular attention to how collaborations across systems can improve developmental outcomes. In addition, the course is designed to foster the development of a professional identity as a prevention practitioner through an exploration of personal history and experience and an awareness of the impact of racism, sexism, classism, homophobia, ableism, and ageism on the experiences and development of children and youth.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in the Prevention Practice Strand. Students enrolled in the course must intern for 8-10 hours per week at a designated, supervised prevention practicum placement. H-383Y and H-384Y were formerly yearlong course H-383.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	out-of-school time
HGSE: Content	diversity equity inclusion
HGSE: Competencies	develop curriculum
HGSE: Content	community
HGSE: Competencies	build partnership
HGSE: Content	relationships
HGSE: Content	nonprofits
HGSE: Content	partnerships
HGSE: Content	pedagogy
HGSE: Pedagogy	internship
HGSE: Competencies	think strategically
HGSE: Content	coaching
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	social contexts
HGSE: Content	learning and teaching
HGSE: Competencies	engage families
HGSE: Content	civic engagement
HGSE: Competencies	analyze arguments
HGSE: Content	risk prevention/intervention
HGSE: Competencies	deliver instruction
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate

HGSE: Competencies	engage in difficult conversations
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE: Content	social justice
HGSE: Content	counseling
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	design a lesson
HGSE: Pedagogy	project-based learning

Education H383Y Section: S02

Prevention Practicum: Working with Children and Youth in School and Community Settings (203497)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

R 1245 PM - 0125 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This class is designed to provide students with a foundation of best practices for supporting the development of children and youth in classroom, school, and community contexts. In particular, students will examine developmental and sociocultural theories that inform strengths-based approaches to prevention and intervention work. As a part of their coursework, students will investigate the many systems in which children and youth develop, paying particular attention to how collaborations across systems can improve developmental outcomes. In addition, the course is designed to foster the development of a professional identity as a prevention practitioner through an exploration of personal history and experience and an awareness of the impact of racism, sexism, classism, homophobia, ableism, and ageism on the experiences and development of children and youth.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in the Prevention Practice Strand. Students enrolled in the course must intern for 8-10 hours per week at a designated, supervised prevention practicum placement. H-383Y and H-384Y were formerly yearlong course H-383.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	coaching
HGSE: Content	learning and teaching
HGSE: Competencies	design a lesson
HGSE: Competencies	engage families
HGSE: Content	civic engagement
HGSE: Pedagogy	project-based learning
HGSE: Content	out-of-school time
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Competencies	engage in difficult conversations
HGSE: Content	system-level leadership
HGSE: Content	nonprofits
HGSE: Competencies	deliver instruction
HGSE: Content	partnerships
HGSE: Content	counseling
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	build partnership
HGSE: Competencies	develop curriculum
HGSE: Content	risk prevention/intervention

HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	social justice
HGSE: Content	community
HGSE: Content	pedagogy
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
HGSE: Competencies	analyze arguments
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	field-based project

Education H384Y Section: 01

Prevention Practicum: Working with Children and Youth in School and Community Settings (203635)

Gretchen Brion-Meisels

2017 Spring (2 Credits)

Schedule:

T 0230 PM - 0459 PM

Instructor Permissions: None

Enrollment Cap:

15

This class is designed to provide students with a foundation of best practices for supporting the development of children and youth in classroom, school, and community contexts. In particular, students will examine developmental and sociocultural theories that inform strengths-based approaches to prevention and intervention work. As a part of their coursework, students will investigate the many systems in which children and youth develop, paying particular attention to how collaborations across systems can improve developmental outcomes. In addition, the course is designed to foster the development of a professional identity as a prevention practitioner through an exploration of personal history and experience and an awareness of the impact of racism, sexism, classism, homophobia, ableism and ageism on the experiences and development of children and youth.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in the Prevention Practice Strand. Students enrolled in the course must intern for 8-10 hours per week at a designated, supervised prevention practicum placement. H-383Y and H-384Y were formerly yearlong course H-383.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	nonprofits
HGSE: Competencies	deliver instruction
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	relationships
HGSE: Competencies	practice equity and inclusion
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	peer learning
HGSE: Content	coaching
HGSE: Content	out-of-school time
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Content	system-level leadership
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Content	partnerships
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	project-based learning
HGSE: Content	social justice
HGSE: Competencies	develop a curriculum

HGSE: Pedagogy	internship
HGSE: Content	social contexts
HGSE: Competencies	design a lesson
HGSE: Content	civic engagement
HGSE: Content	pedagogy
HGSE: Competencies	analyze arguments
HGSE: Competencies	build partnership
HGSE: Content	learning and teaching
HGSE: Content	counseling
HGSE: Content	community
HGSE: Competencies	collaborate
HGSE: Competencies	engage families
HGSE: Content	identity

Education H385Y Section: 01

Counseling Practicum: Reflection and Application in Practice (203882)

Mandy Savitz-Romer

2016 Fall (2 Credits)

Schedule:

T 0230 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. This practicum class provides the context for Prevention Science and Practice students in the School Counseling Strand to discuss and gain support for their fieldwork in schools. Students will also have the opportunity to further develop their professional identities and interests. Class will provide students with a supportive learning environment to reflect on their practicum experiences. With a specific emphasis on inquiry and reflection, students will participate in case review and the application of theory and core skills to their practical experiences at their field sites. Assignments will be designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Permission of instructor is required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program seeking licensure in school counseling or school adjustment counseling.

Prerequisites: Students must be in a 16-hour-per-week supervised counseling practicum placement. Successfully meeting the performance standards in H-385Y is required to continue practicum work in H-386Y. Students enrolled in this counseling practicum are also required to enroll in the developmental module (H-389A or H-389B) that corresponds to the grade level of their counseling practicum placements. H-385Y and H-386Y were formerly yearlong components H-380A, H-380B, H-381A, and H-381B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education H385Y Section: 02

Counseling Practicum: Reflection and Application in Practice (203882)

Jacqueline Zeller

2016 Fall (2 Credits)

Schedule:

T 0230 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. This practicum class provides the context for Prevention Science and Practice students in the School Counseling Strand to discuss and gain support for their fieldwork in schools. Students will also have the opportunity

to further develop their professional identities and interests. Class will provide students with a supportive learning environment to reflect on their practicum experiences. With a specific emphasis on inquiry and reflection, students will participate in case review and the application of theory and core skills to their practical experiences at their field sites. Assignments will be designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Permission of instructor is required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program seeking licensure in school counseling or school adjustment counseling.

Prerequisites: Students must be in a 16-hour-per-week supervised counseling practicum placement. Successfully meeting the performance standards in H-385Y is required to continue practicum work in H-386Y. Students enrolled in this counseling practicum are also required to enroll in the developmental module (H-389A or H-389B) that corresponds to the grade level of their counseling practicum placements. H-385Y and H-386Y were formerly yearlong components H-380A, H-380B, H-381A, and H-381B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education H385Y Section: S01

Counseling Practicum: Reflection and Application in Practice (203882)

Jacqueline Zeller

Mandy Savitz-Romer

2016 Fall (2 Credits)

Schedule:

R 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. This practicum class provides the context for Prevention Science and Practice students in the School Counseling Strand to discuss and gain support for their fieldwork in schools. Students will also have the opportunity to further develop their professional identities and interests. Class will provide students with a supportive learning environment to reflect on their practicum experiences. With a specific emphasis on inquiry and reflection, students will participate in case review and the application of theory and core skills to their practical experiences at their field sites. Assignments will be designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Permission of instructor is required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program seeking licensure in school counseling or school adjustment counseling.

Prerequisites: Students must be in a 16-hour-per-week supervised counseling practicum placement. Successfully meeting the performance standards in H-385Y is required to continue practicum work in H-386Y. Students enrolled in this counseling practicum are also required to enroll in the developmental module (H-389A or H-389B) that corresponds to the grade level of their counseling practicum placements. H-385Y and H-386Y were formerly yearlong components H-380A, H-380B, H-381A, and H-381B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education H385Y Section: S02

Counseling Practicum: Reflection and Application in Practice (203882)

Jacqueline Zeller

Mandy Savitz-Romer

2016 Fall (2 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. This practicum class provides the context for Prevention Science and Practice students in the School Counseling Strand to discuss and gain support for their fieldwork in schools. Students will also have the opportunity to further develop their professional identities and interests. Class will provide students with a supportive learning environment to reflect on their practicum experiences. With a specific emphasis on inquiry and reflection, students will participate in case review and the application of theory and core skills to their practical experiences at their field sites. Assignments will be designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Permission of instructor is required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program seeking licensure in school counseling or school adjustment counseling.

Prerequisites: Students must be in a 16-hour-per-week supervised counseling practicum placement. Successfully meeting the performance standards in H-385Y is required to continue practicum work in H-386Y. Students enrolled in this counseling practicum are also required to enroll in the developmental module (H-389A or H-389B) that corresponds to the grade level of their counseling practicum placements. H-385Y and H-386Y were formerly yearlong components H-380A, H-380B, H-381A, and H-381B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education H386Y Section: 01

Counseling Practicum: Reflection and Application in Practice (203883)

Mandy Savitz-Romer

2017 Spring (2 Credits)

Schedule:

T 0230 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. This practicum class provides the context for Prevention Science and Practice students in the counseling strand to discuss and gain support for their fieldwork in schools. Students will also have the opportunity to further develop their professional identities and interests. Class will provide students with a supportive learning environment to reflect on their practicum experiences. With a specific emphasis on inquiry and reflection, students will participate in case review and the application of theory and core skills to their practical experiences at their field sites. Assignments will be designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program seeking licensure in school counseling or school adjustment counseling.

Prerequisites: H-385Y; students must be in a 16-hour-per-week supervised counseling practicum placement. Students enrolled in this counseling practicum are also required to enroll in the developmental module (H-389A/H-389B) that corresponds to the grade level of their counseling practicum placements. H-385Y and H-386Y were formerly yearlong components H-380A, H-380B, H-381A, and H-381B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education H386Y Section: 02

Counseling Practicum: Reflection and Application in Practice (203883)

Jacqueline Zeller

2017 Spring (2 Credits)

Schedule:

T 0230 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. This practicum class provides the context for Prevention Science and Practice students in the counseling strand to discuss and gain support for their fieldwork in schools. Students will also have the opportunity to further develop their professional identities and interests. Class will provide students with a supportive learning environment to reflect on their practicum experiences. With a specific emphasis on inquiry and reflection, students will participate in case review and the application of theory and core skills to their practical experiences at their field sites. Assignments will be designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program seeking licensure in school counseling or school adjustment counseling.

Prerequisites: H-385Y; students must be in a 16-hour-per-week supervised counseling practicum placement.

Students enrolled in this counseling practicum are also required to enroll in the developmental module (H-389A/H-389B) that corresponds to the grade level of their counseling practicum placements. H-385Y and H-386Y were formerly yearlong components H-380A, H-380B, H-381A, and H-381B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education H387Y Section: 01

Child Advocacy Seminar/Internship (203707)

Betsy McAlister Groves

Karoline Ryan

2016 Fall (4 Credits)

Schedule: F 1000 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap: 30

First-semester Child Advocacy students will participate in a seminar to support the development of advocacy skills by focusing on a particular advocacy topic: How do schools meet, or not meet, the needs of students who misbehave in school? In many schools, discipline policies and practices result in punitive consequences for students that remove them from class, from the regular activities of the school day, and even from school. The goal of these discipline systems is to hold offending students accountable and remove them from the school environment so that other students can learn. According to research, however, students who are subject to school suspensions do not improve their behavior and have poor academic outcomes. Moreover, the negative consequences of overly punitive disciplinary approaches often fall disproportionately on students of color and students with disabilities. These problems will serve as a platform to explore strategies that advocates can use to effect change at the individual student, school, district, and state level to stop the over-use of exclusionary, punitive school discipline practices and replace them with more effective interventions. Using in-depth case studies and simulations, students will learn how to use the special education and school discipline processes to build an advocacy strategy to promote student success in school. Students will learn about strategies at multiple levels that advocates, including educators, lawyers, researchers, current public school students, and policy makers, have employed to promote changes in discipline policies and practices, school climate, and school culture at the school, district, and state level.

Permission of instructor required. Required for, and limited to, students in the Human Development and Psychology

Program-Child Advocacy Strand. H-387Y and H-388Y were formerly yearlong H-387.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	make a presentation
HGSE: Competencies	make a speech
HGSE: Content	social justice
HGSE: Content	advocacy
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	think strategically

Education H387Y Section: S01

Child Advocacy Seminar/Internship (203707)

Betsy McAlister Groves

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

First-semester Child Advocacy students will participate in a seminar to support the development of advocacy skills by focusing on a particular advocacy topic: How do schools meet, or not meet, the needs of students who misbehave in school? In many schools, discipline policies and practices result in punitive consequences for students that remove them from class, from the regular activities of the school day, and even from school. The goal of these discipline systems is to hold offending students accountable and remove them from the school environment so that other students can learn. According to research, however, students who are subject to school suspensions do not improve their behavior and have poor academic outcomes. Moreover, the negative consequences of overly punitive disciplinary approaches often fall disproportionately on students of color and students with disabilities. These problems will serve as a platform to explore strategies that advocates can use to effect change at the individual student, school, district, and state level to stop the over-use of exclusionary, punitive school discipline practices and replace them with more effective interventions. Using in-depth case studies and simulations, students will learn how to use the special education and school discipline processes to build an advocacy strategy to promote student success in school. Students will learn about strategies at multiple levels that advocates, including educators, lawyers, researchers, current public school students, and policy makers, have employed to promote changes in discipline policies and practices, school climate, and school culture at the school, district, and state level.

Permission of instructor required. Required for, and limited to, students in the Human Development and Psychology Program-Child Advocacy Strand. H-387Y and H-388Y were formerly yearlong H-387.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	build partnership
HGSE: Competencies	make a speech
HGSE: Competencies	think strategically
HGSE: Pedagogy	peer learning
HGSE: Content	advocacy
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	social justice
HGSE: Pedagogy	guest speaker(s)

Education H387Y Section: S02

Child Advocacy Seminar/Internship (203707)

Betsy McAlister Groves

2016 Fall (4 Credits)

Schedule:

W 1115 AM - 1155 AM

Instructor Permissions: Instructor**Enrollment Cap:**

0

First-semester Child Advocacy students will participate in a seminar to support the development of advocacy skills by focusing on a particular advocacy topic: How do schools meet, or not meet, the needs of students who misbehave in school? In many schools, discipline policies and practices result in punitive consequences for students that remove them from class, from the regular activities of the school day, and even from school. The goal of these discipline systems is to hold offending students accountable and remove them from the school environment so that other students can learn. According to research, however, students who are subject to school suspensions do not improve their behavior and have poor academic outcomes. Moreover, the negative consequences of overly punitive disciplinary approaches often fall disproportionately on students of color and students with disabilities. These problems will serve as a platform to explore strategies that advocates can use to effect change at the individual student, school, district, and state level to stop the over-use of exclusionary, punitive school discipline practices and replace them with more effective interventions. Using in-depth case studies and simulations, students will learn how to use the special education and school discipline processes to build an advocacy strategy to promote student success in school. Students will learn about strategies at multiple levels that advocates, including educators, lawyers, researchers, current public school students, and policy makers, have employed to promote changes in discipline policies and practices, school climate, and school culture at the school, district, and state level.

Permission of instructor required. Required for, and limited to, students in the Human Development and Psychology Program-Child Advocacy Strand. H-387Y and H-388Y were formerly yearlong H-387.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a speech
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	build partnership
HGSE: Content	advocacy
HGSE: Competencies	think strategically
HGSE: Competencies	make a presentation
HGSE: Content	social justice
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning

Education H388Y Section: 01

Child Advocacy Seminar/Internship (203709)

*Betsy McAlister Groves**Karoline Ryan*

2017 Spring (2 Credits)

Schedule:

F 1000 AM - 1159 AM

Instructor Permissions: None**Enrollment Cap:**

30

In the second semester of the Child Advocacy Strand, students carry out internships in which they participate in the work of an advocacy organization. Internships begin during the first week of the second semester. Students will put in 6-8 hours each week to learn about the agency--its mission, its work, its culture--and to work on their designated project. Possibilities for the advocacy project are broad but must be manageable in scope for completion in a one-semester internship. The project may involve working with one or more children and families to achieve a particular goal (appropriate school placement, increased access to entitlements, housing, etc.); it may be writing a grant

proposal, working on a particular policy issue, or recommending a specific change in agency practice. Activities may include meeting with key stakeholders or experts in the field, reviewing research, and/or literature related to the specifics of the advocacy project. Criteria for the projects include, at a minimum, a clear and measurable goal or advocacy outcome; a well-crafted strategy for achieving the goal; an analysis of opportunities and barriers for achieving the desired outcome. Students in the Strand will meet as a group on alternate weeks throughout the semester to discuss internships and projects, and to share what they are learning about advocacy skills. Students will submit a written summary of the project and will give an oral presentation of the project to their peers and invited guests in the last class sessions.

Permission of instructor required. Required for, and limited to, students in the Human Development and Psychology Program Child Advocacy Strand. H-387Y and H-388Y were formerly yearlong H-387.

Class Notes: Class will meet on alternate weeks.

Requirements: Enrollment in this course requires completion of H387Y.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Competencies	make a presentation
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	advocacy
HGSE: Competencies	write a policy memo
HGSE: Competencies	make a speech
HGSE: Competencies	think strategically
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	internship
HGSE: Content	social justice
HGSE: Competencies	build partnership

Education H389A Section: 01

Supporting Children's Social, Emotional & Behavioral Dev in Early Education & Elementary Schools (203884)

Jacqueline Zeller

2016 Fall (2 Credits)

Schedule: M 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap: 40

This module provides students with foundational frameworks and developmentally appropriate practices aimed at supporting children's social, emotional, and behavioral growth. With an emphasis on attachment and systems theories, the module explores strategies for partnering and consulting with important individuals in children's lives, such as teachers and parents, to support children's development. Students will also learn strategies for supporting children's social-emotional learning through preventive and developmental classroom lessons. Relationships with children and the adults in the lives of children will be explored through classroom, school, and family contexts.

Permission of instructor is required. No prerequisites, although a background in child development and experience working with children will strengthen students' understanding of course material. Appropriate for students with an interest in supporting children's social, emotional, and behavioral wellbeing. Required for Ed.M. students in the Prevention Science and Practice Program who are in an early childhood or elementary school counseling practicum placement and who are seeking licensure in school counseling or school adjustment counseling.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H389A Section: S01

Supporting Children's Social, Emotional & Behavioral Dev in Early Education & Elementary Schools (203884)

Jacqueline Zeller

2016 Fall (2 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This module provides students with foundational frameworks and developmentally appropriate practices aimed at supporting children's social, emotional, and behavioral growth. With an emphasis on attachment and systems theories, the module explores strategies for partnering and consulting with important individuals in children's lives, such as teachers and parents, to support children's development. Students will also learn strategies for supporting children's social-emotional learning through preventive and developmental classroom lessons. Relationships with children and the adults in the lives of children will be explored through classroom, school, and family contexts.

Permission of instructor is required. No prerequisites, although a background in child development and experience working with children will strengthen students' understanding of course material. Appropriate for students with an interest in supporting children's social, emotional, and behavioral wellbeing. Required for Ed.M. students in the Prevention Science and Practice Program who are in an early childhood or elementary school counseling practicum placement and who are seeking licensure in school counseling or school adjustment counseling.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H389A Section: S02

Supporting Children's Social, Emotional & Behavioral Dev in Early Education & Elementary Schools (203884)

Jacqueline Zeller

2016 Fall (2 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This module provides students with foundational frameworks and developmentally appropriate practices aimed at supporting children's social, emotional, and behavioral growth. With an emphasis on attachment and systems theories, the module explores strategies for partnering and consulting with important individuals in children's lives, such as teachers and parents, to support children's development. Students will also learn strategies for supporting children's social-emotional learning through preventive and developmental classroom lessons. Relationships with children and the adults in the lives of children will be explored through classroom, school, and family contexts.

Permission of instructor is required. No prerequisites, although a background in child development and experience working with children will strengthen students' understanding of course material. Appropriate for students with an interest in supporting children's social, emotional, and behavioral wellbeing. Required for Ed.M. students in the Prevention Science and Practice Program who are in an early childhood or elementary school counseling practicum placement and who are seeking licensure in school counseling or school adjustment counseling.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H389B Section: 01

Supporting Adolescents in Schools: Integrated Academic and Social-Emotional Supports for Students (203885)

Mandy Savitz-Romer

2016 Fall (2 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This module provides a balance of theoretical foundations of development with specific school-based practices aimed at supporting adolescents' positive academic, social, and emotional development. This module operates from the perspective that effective support services requires that educators understand adolescents' specific developmental needs and identify an appropriate strategy that takes into account the multiple relationships and contexts in which development takes place (e.g., peers, classrooms, families, etc.). Students in the module will learn about select developmental theories and a range of practices used in schools (such as prevention lessons, student support team models, and school/community partnerships). The theoretical tools prepare educators to understand and ask students questions about who they are, while the accompanied practices illustrate what educators can do to support students in developmentally appropriate ways. This module is designed as a space for educators to engage in discussion about developmentally appropriate strategies to support adolescents in schools. For each developmental topic, we explore how theory helps us better understand how a given strategy might be employed.

No prerequisites. Appropriate for all students with an interest in using developmental theory and prevention science to support adolescents' learning and wellbeing in schools. Enrollment required for Ed.M. students in the Prevention Science and Practice Program who are in middle- or high -school-level practicum placement and who are seeking licensure in school counseling or school adjustment counseling.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	risk prevention/intervention
HGSE: Competencies	design a lesson
HGSE: Content	social development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	coaching
HGSE: Content	developmental psychology
HGSE: Competencies	engage families
HGSE: Content	mental health
HGSE: Content	social justice
HGSE: Content	adolescent development
HGSE: Competencies	practice equity and inclusion

Education H389B Section: S01

Supporting Adolescents in Schools: Integrated Academic and Social-Emotional Supports for Students (203885)

Mandy Savitz-Romer

2016 Fall (2 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: None**Enrollment Cap:**

0

This module provides a balance of theoretical foundations of development with specific school-based practices aimed at supporting adolescents' positive academic, social, and emotional development. This module operates from the perspective that effective support services requires that educators understand adolescents' specific developmental needs and identify an appropriate strategy that takes into account the multiple relationships and contexts in which development takes place (e.g., peers, classrooms, families, etc.). Students in the module will learn about select developmental theories and a range of practices used in schools (such as prevention lessons,

student support team models, and school/community partnerships). The theoretical tools prepare educators to understand and ask students questions about who they are, while the accompanied practices illustrate what educators can do to support students in developmentally appropriate ways. This module is designed as a space for educators to engage in discussion about developmentally appropriate strategies to support adolescents in schools. For each developmental topic, we explore how theory helps us better understand how a given strategy might be employed.

No prerequisites. Appropriate for all students with an interest in using developmental theory and prevention science to support adolescents' learning and wellbeing in schools. Enrollment required for Ed.M. students in the Prevention Science and Practice Program who are in middle- or high -school-level practicum placement and who are seeking licensure in school counseling or school adjustment counseling.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a lesson
HGSE: Content	mental health
HGSE: Content	adolescent development
HGSE: Content	risk prevention/intervention
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage families
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	coaching
HGSE: Content	developmental psychology
HGSE: Content	social justice
HGSE: Content	social development

Education H389B Section: S02

Supporting Adolescents in Schools: Integrated Academic and Social-Emotional Supports for Students (203885)

Mandy Savitz-Romer

2016 Fall (2 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: None

Enrollment Cap:

0

This module provides a balance of theoretical foundations of development with specific school-based practices aimed at supporting adolescents' positive academic, social, and emotional development. This module operates from the perspective that effective support services requires that educators understand adolescents' specific developmental needs and identify an appropriate strategy that takes into account the multiple relationships and contexts in which development takes place (e.g., peers, classrooms, families, etc.). Students in the module will learn about select developmental theories and a range of practices used in schools (such as prevention lessons, student support team models, and school/community partnerships). The theoretical tools prepare educators to understand and ask students questions about who they are, while the accompanied practices illustrate what educators can do to support students in developmentally appropriate ways. This module is designed as a space for educators to engage in discussion about developmentally appropriate strategies to support adolescents in schools. For each developmental topic, we explore how theory helps us better understand how a given strategy might be employed.

No prerequisites. Appropriate for all students with an interest in using developmental theory and prevention science to support adolescents' learning and wellbeing in schools. Enrollment required for Ed.M. students in the Prevention Science and Practice Program who are in middle- or high -school-level practicum placement and who are seeking licensure in school counseling or school adjustment counseling.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Competencies	design a lesson

HGSE: Competencies	engage families
HGSE: Content	mental health
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social development
HGSE: Content	coaching
HGSE: Content	adolescent development
HGSE: Content	risk prevention/intervention
HGSE: Content	developmental psychology

Education H390AY Section: 01

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part I (203715)

Holly Lem

2016 Fall (4 Credits)

Schedule:

T 0230 PM - 0529 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The course's primary goal is to focus on the immediacy of the work that students will be engaged with and challenged by at their various placements. H-390AY will focus on understanding the complexities of helping a child/adolescent within a school setting. A particular emphasis will be on exploring the delicate interplay between theory and practice as it applies to the work that students will be doing on site. Students will discuss advanced counseling theories as a way to better hone and develop class members' own school counseling competencies. Ethical challenges associated with school based counseling will be incorporated as a significant part of the discussion. Multicultural awareness and sensitivity will be discussed at length. Students will be responsible for presenting an ongoing case over the course of the year that will highlight both the challenges and their growth as professional school counselors.

Permission of instructor required. Enrollment is limited to second-year CAS students. Prerequisites: H-380A/BY or H-381A/BY. Students must enroll in H-390BY in the spring. Required for CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website. H-390AY and H-390BY were formerly H-390A and H-390B.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	families
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	relationships
HGSE: Competencies	lead a counseling session
HGSE: Competencies	write a case study
HGSE: Pedagogy	small-group discussion
HGSE: Content	advocacy
HGSE: Competencies	design an intervention
HGSE: Content	social development
HGSE: Content	counseling
HGSE: Content	ethics

Education H390BY Section: 01

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part II (203716)

Holly Lem

2017 Spring (2 Credits)

Schedule:

T 0230 PM - 0529 PM

Instructor Permissions: None

Enrollment Cap:

30

The course's primary goal is to focus on the immediacy of the work that students will be engaged with and challenged by at their various placements. H-390BY will focus more extensively than H-390AY on counseling within various systems, including the challenges of involving parents in school-based work. Connections between school, home, and peer groups will be addressed as well. Students will be encouraged to think critically and thoughtfully about the child/adolescent who is embedded in multiple systems and how best to incorporate preventative and intervention based strategies to better help the child succeed. Students will be responsible for presenting an ongoing case presentation over the course of the year that will highlight both the challenges and their growth as professional school counselors.

Permission of instructor required. Enrollment is limited to CAS students. Prerequisites: H-380A/BY or H-381A/BY and H-390AY. Required for CAS in Counseling students in the Prevention Science and Practice Program who are pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website. H-390AY and H-390BY were formerly H-390A and H-390B.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social development
HGSE: Competencies	write a case study
HGSE: Pedagogy	internship
HGSE: Content	advocacy
HGSE: Competencies	lead a counseling session
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Content	relationships
HGSE: Content	counseling
HGSE: Content	families
HGSE: Competencies	make a presentation

Education H392 Section: 01

Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives (180554)

Betsy McAlister Groves

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of childhood trauma and its impact on the growing child. This research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and effective interventions for children affected by trauma. The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family, but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of traumatic experiences in the context of psychosocial, biological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. We will consider the meaning of trauma in different cultural contexts. The second portion of the course considers intervention, both clinical and systemic. What do we know about effective interventions? How can educational systems be responsive to children affected by trauma? How do ethnicity, culture, and immigrant experiences inform appropriate intervention? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What

about prevention? The course will include lectures, case studies, and discussion. Students will be required to write a case study and a final topic paper.

No prerequisites; counseling, teaching, or mentoring experience with children is recommended; prior coursework in child development or psychology is helpful. This course is designed for students who plan to work directly with children or adolescents, or for those who are interested in educational administration or program development.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture
HGSE: Content	policy
HGSE: Pedagogy	case-method learning
HGSE: Content	diversity equity inclusion
HGSE: Content	developmental psychology
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	community
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	culture
HGSE: Content	counseling
HGSE: Content	risk prevention/intervention
HGSE: Content	mental health

Education H392 Section: S01

Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives (180554)

Betsy McAlister Groves

2016 Fall (4 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: None

Enrollment Cap:

0

Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of childhood trauma and its impact on the growing child. This research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and effective interventions for children affected by trauma. The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family, but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of traumatic experiences in the context of psychosocial, biological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. We will consider the meaning of trauma in different cultural contexts. The second portion of the course considers intervention, both clinical and systemic. What do we know about effective interventions? How can educational systems be responsive to children affected by trauma? How do ethnicity, culture, and immigrant experiences inform appropriate intervention? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? The course will include lectures, case studies, and discussion. Students will be required to write a case study and a final topic paper.

No prerequisites; counseling, teaching, or mentoring experience with children is recommended; prior coursework in child development or psychology is helpful. This course is designed for students who plan to work directly with children or adolescents, or for those who are interested in educational administration or program development.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	culture
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	risk prevention/intervention
HGSE: Content	diversity equity inclusion
HGSE: Competencies	write a research/analytic paper
HGSE: Content	mental health
HGSE: Pedagogy	case-method learning
HGSE: Content	counseling
HGSE: Content	community
HGSE: Content	developmental psychology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	policy
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion

Education H392 Section: S02

Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives (180554)

Betsy McAlister Groves

2016 Fall (4 Credits)

Schedule:

W 0515 PM - 0555 PM

Instructor Permissions: None

Enrollment Cap:

0

Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of childhood trauma and its impact on the growing child. This research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and effective interventions for children affected by trauma. The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family, but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of traumatic experiences in the context of psychosocial, biological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. We will consider the meaning of trauma in different cultural contexts. The second portion of the course considers intervention, both clinical and systemic. What do we know about effective interventions? How can educational systems be responsive to children affected by trauma? How do ethnicity, culture, and immigrant experiences inform appropriate intervention? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? The course will include lectures, case studies, and discussion. Students will be required to write a case study and a final topic paper.

No prerequisites; counseling, teaching, or mentoring experience with children is recommended; prior coursework in child development or psychology is helpful. This course is designed for students who plan to work directly with children or adolescents, or for those who are interested in educational administration or program development.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	counseling
HGSE: Content	community
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	developmental psychology
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Content	risk prevention/intervention

HGSE: Content	mental health
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	policy
HGSE: Pedagogy	case-method learning
HGSE: Competencies	write a research/analytic paper
HGSE: Content	culture

Education H397Y Section: 01

Research Experience in Prevention Science and Practice (203499)

Nancy Hill

2016 Fall (2 Credits)

Schedule:

T 0230 PM - 0529 PM

Instructor Permissions: Instructor

Enrollment Cap:

12

Designed for graduate students enrolled in the Prevention Science and Practice (PSP) Program, Prevention Research Strand, this course is structured as a yearlong "research apprenticeship," providing opportunities for PSP students to gain sustained, hands on prevention research experience, while learning the theory and methods for conducting research that informs prevention/intervention programs, policy, and practice. Students are placed as research assistants in a faculty member's active research lab, where they will learn about and conduct various facets of research, including design and data collection, management, analysis, interpretation of evidence, and presentation of findings. Based on the research underway in their research practicum site, students craft research questions and hypotheses of their own, which they test and address in the context of their work in their research lab. The results from their research project may take the form of a publishable paper submitted to a peer-reviewed journal and/or a presentation at a research conference in prevention science. (See the PSP website or contact the PSP Office for detailed descriptions of current projects.)

Permission of instructor required. Enrollment is limited. Ed.M. students in the Prevention Science and Practice Program and doctoral students interested in a research apprenticeship in this area given preference. Fulfills one of the research requirements for Ed.M. students in the Prevention Science and Practice Program. Enrollment procedure will be posted on the course website. H-397Y and H-398Y were formerly yearlong H-397.

Class Notes:

Class meets bi-weekly, September 6, 20, October 4, 18, November 1, 15, and 29.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
HGSE: Competencies	develop research questions
HGSE: Competencies	write a research proposal
HGSE: Competencies	make a presentation
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collect quantitative data
HGSE: Content	data analysis
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research ethics
HGSE: Content	foundational quantitative methods
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	research project
HGSE: Content	risk prevention/intervention
HGSE: Content	research methods
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data

HGSE: Competencies	write a literature review
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Education H397Y Section: S01

Research Experience in Prevention Science and Practice (203499)

Nancy Hill

2016 Fall (2 Credits)

Schedule:

R 1200 PM - 1240 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Designed for graduate students enrolled in the Prevention Science and Practice (PSP) Program, Prevention Research Strand, this course is structured as a yearlong "research apprenticeship," providing opportunities for PSP students to gain sustained, hands on prevention research experience, while learning the theory and methods for conducting research that informs prevention/intervention programs, policy, and practice. Students are placed as research assistants in a faculty member's active research lab, where they will learn about and conduct various facets of research, including design and data collection, management, analysis, interpretation of evidence, and presentation of findings. Based on the research underway in their research practicum site, students craft research questions and hypotheses of their own, which they test and address in the context of their work in their research lab. The results from their research project may take the form of a publishable paper submitted to a peer-reviewed journal and/or a presentation at a research conference in prevention science. (See the PSP website or contact the PSP Office for detailed descriptions of current projects.)

Permission of instructor required. Enrollment is limited. Ed.M. students in the Prevention Science and Practice Program and doctoral students interested in a research apprenticeship in this area given preference. Fulfills one of the research requirements for Ed.M. students in the Prevention Science and Practice Program. Enrollment procedure will be posted on the course website. H-397Y and H-398Y were formerly yearlong H-397.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research proposal
HGSE: Content	foundational quantitative methods
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	experiential learning
HGSE: Content	descriptive statistics
HGSE: Competencies	make a presentation
HGSE: Content	research ethics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a literature review
HGSE: Pedagogy	research project
HGSE: Competencies	analyze qualitative data
HGSE: Content	risk prevention/intervention
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	collect qualitative data
HGSE: Content	data analysis
HGSE: Pedagogy	field-based project
HGSE: Content	research methods
HGSE: Competencies	develop research questions
HGSE: Competencies	develop a theory of action

Education H398Y Section: 01

Research Experience in Prevention Science and Practice (203503)

Nancy Hill

2017 Spring (2 Credits)

Schedule:

T 0230 PM - 0529 PM

Instructor Permissions: None

Enrollment Cap:

12

Designed for graduate students enrolled in the Prevention Science and Practice (PSP) Program, Prevention Research Strand, this course is structured as a yearlong "research apprenticeship," providing opportunities for PSP students to gain sustained, hands on prevention research experience, while learning the theory and methods for conducting research that informs prevention/intervention programs, policy, and practice. Students are placed as research assistants in a faculty member's active research lab, where they will learn about and conduct various facets of research, including design and data collection, management, analysis, interpretation of evidence, and presentation of findings. Based on the research underway in their research practicum site, students craft research questions and hypotheses of their own, which they test and address in the context of their work in their research lab. The results from their research project may take the form of a publishable paper submitted to a peer-reviewed journal and/or a presentation at a research conference in prevention science. (See the PSP website or contact the PSP Office for detailed descriptions of current projects.)

Permission of instructor required. Enrollment is limited. Ed.M. students in the Prevention Science and Practice Program and doctoral students interested in a research apprenticeship in this area given preference. Fulfills one of the research requirements for Ed.M. students in the Prevention Science and Practice Program. Enrollment procedure will be posted on the course website. H-397Y and H-398Y were formerly yearlong H-397.

Class Notes: Class meets bi-weekly.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	experiential learning
HGSE: Content	research ethics
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop research questions
HGSE: Pedagogy	research project
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	field-based project
HGSE: Competencies	write a research proposal
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	write a literature review
HGSE: Content	foundational quantitative methods

Education H517 Section: 01

Contemporary Immigration Policy and Educational Practice (180615)

Roberto Gonzales

2017 Spring (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Today's immigration debates have brought to the fore conflicting visions regarding the place of immigrants in our society and educational systems. This course will examine legal and undocumented immigration from both community level and policy frames of understanding and interrogation. Students will start with the broad question of

what Americans should do with the current immigration system--including the estimated 11.1 million people presently living in the United States in unauthorized residency status--and then take a deeper look at the ways in which U.S. laws and school experiences shape the everyday lives of immigrant children, adolescents, and young adults. Finally, students will explore the challenges educators face in working within the intersection of immigration policy and people's lives, and how this work shapes various possible roles as teachers, leaders, school policy-makers, advocates, and allies.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H606 Section: 01

Mindfulness in Education (203558)

Metta McGarvey

2017 Spring (4 Credits)

Schedule:

W 0900 AM - 1259 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course explores mindfulness and its potential for enhancing learning and human flourishing in educational contexts across the lifespan. We will take a discerning look at the research on mindfulness in learning and cognitive neuroscience, social and emotional development, and stress management and well-being. Beginning with the cognitive skills underlying all approaches to mindfulness, we will investigate how mindfulness practices can help enhance attention, clarity, perspective taking, emotional skills, and self-regulation. We will also explore how to develop capacities such as acceptance, patience, compassion, well-being, resilience, and wisdom, with an eye to separating fact from fiction. We will consider how to adapt and teach mindfulness practices for specific age groups, with special attention to communication and relationships, including diversity and social justice, and the potential to support human development across the lifespan. Students will meet in small groups to further explore applications in K-12 education, higher education, leadership and professional development, or personal development and well-being. The course will include experiential exercises and discussion of how mindfulness practices might be appropriately integrated into our professional lives.

No prerequisites or prior experience with mindfulness required. Class attendance and small group participation are required. Students will choose one of four groups (K-12, higher education, leadership and professional development, or personal development and well-being) that will meet during scheduled course time most weeks. Additional opportunities to practice outside of class will be offered. Small groups may also schedule an occasional discussion session with a member of the teaching team, or on their own, outside of class time as desired.

Class Notes:

Required, weekly section on Wednesdays, 12:00 noon - 1:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teachers
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	emotional development
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	design thinking
HGSE: Competencies	write a literature review
HGSE: Content	psychology
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	social development

HGSE: Content	classroom instruction
HGSE: Pedagogy	team-based learning
HGSE: Content	professional development
HGSE: Content	diversity equity inclusion
HGSE: Competencies	analyze arguments
HGSE: Content	neuroscience
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	design a lesson
HGSE: Competencies	develop a curriculum
HGSE: Content	leadership
HGSE: Content	race/ethnicity
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
HGSE: Content	curriculum development
HGSE: Competencies	develop curriculum
HGSE: Content	mindfulness
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	adolescent development
HGSE: Content	higher education
HGSE: Competencies	make a presentation
HGSE: Competencies	develop research questions
HGSE: Competencies	collaborate
HGSE: Content	cognitive development
HGSE: Content	adult development

Education H610H Section: 01

Adolescents and Social Media (203577)

Emily Weinstein

2016 Fall (2 Credits)

Schedule:

T 0500 PM - 0759 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

(New course.) The rise of digital device ownership and social media use among adolescents is occurring at a remarkable pace; it is easy to forget that popular apps like Instagram, Snapchat, and Twitter are barely a decade old. What do we currently know about adolescents' experiences with social media, and how can we stay informed as the landscape continues to evolve? This module is designed as a forum for critically engaging with current research about adolescents' social and emotional lives and their experiences with networked technologies. We examine six classical topics in adolescence, as they are reconfigured in a digital era: identity, friendship, privacy, well-being, civic engagement, and romantic relationships. With respect to each, we read and critique topical studies and then consider their implications for practice. The studies that we analyze use a range of methodological approaches (e.g., surveys, interviews, digital post analyses, cyber-ethnographies, focus groups, field experiments). We discover how these research methods illuminate different aspects of each topic, and we hone our skills for evaluating and understanding academic research. In the process, we examine how social media intersect with various facets of adolescents' daily lives. For each topic, we also explore how the research helps us better understand and address related 'puzzles of practice' faced by families, educators, and schools.

Permission of instructor required. Enrollment is limited to 40 students. No prerequisites. This course is designed for students who are interested in working directly with adolescents and/or students who are interested in conducting research related to digital media. Enrollment procedure will be posted on course website; every effort will be made to accommodate all interested students.

Class Notes:

Class meets October 18, 25, November 1, 8, 15, 22, and 29.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social networks
HGSE: Content	social media
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	qualitative research
HGSE: Content	families
HGSE: Content	psychology
HGSE: Content	adolescent development
HGSE: Content	mental health
HGSE: Content	technology
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	out-of-school time
HGSE: Content	relationships

Education H610H Section: S01

Adolescents and Social Media (203577)

Emily Weinstein

2016 Fall (2 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

(New course.) The rise of digital device ownership and social media use among adolescents is occurring at a remarkable pace; it is easy to forget that popular apps like Instagram, Snapchat, and Twitter are barely a decade old. What do we currently know about adolescents' experiences with social media, and how can we stay informed as the landscape continues to evolve? This module is designed as a forum for critically engaging with current research about adolescents' social and emotional lives and their experiences with networked technologies. We examine six classical topics in adolescence, as they are reconfigured in a digital era: identity, friendship, privacy, well-being, civic engagement, and romantic relationships. With respect to each, we read and critique topical studies and then consider their implications for practice. The studies that we analyze use a range of methodological approaches (e.g., surveys, interviews, digital post analyses, cyber-ethnographies, focus groups, field experiments). We discover how these research methods illuminate different aspects of each topic, and we hone our skills for evaluating and understanding academic research. In the process, we examine how social media intersect with various facets of adolescents' daily lives. For each topic, we also explore how the research helps us better understand and address related 'puzzles of practice' faced by families, educators, and schools.

Permission of instructor required. Enrollment is limited to 40 students. No prerequisites. This course is designed for students who are interested in working directly with adolescents and/or students who are interested in conducting research related to digital media. Enrollment procedure will be posted on course website; every effort will be made to accommodate all interested students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	out-of-school time
HGSE: Content	relationships
HGSE: Content	social networks
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	technology

HGSE: Pedagogy	lecture
HGSE: Content	adolescent development
HGSE: Content	social media
HGSE: Content	mental health
HGSE: Content	families
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	psychology
HGSE: Content	qualitative research
HGSE: Pedagogy	case-method learning

Education H610H Section: S02

Adolescents and Social Media (203577)

Emily Weinstein

2016 Fall (2 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) The rise of digital device ownership and social media use among adolescents is occurring at a remarkable pace; it is easy to forget that popular apps like Instagram, Snapchat, and Twitter are barely a decade old. What do we currently know about adolescents' experiences with social media, and how can we stay informed as the landscape continues to evolve? This module is designed as a forum for critically engaging with current research about adolescents' social and emotional lives and their experiences with networked technologies. We examine six classical topics in adolescence, as they are reconfigured in a digital era: identity, friendship, privacy, well-being, civic engagement, and romantic relationships. With respect to each, we read and critique topical studies and then consider their implications for practice. The studies that we analyze use a range of methodological approaches (e.g., surveys, interviews, digital post analyses, cyber-ethnographies, focus groups, field experiments). We discover how these research methods illuminate different aspects of each topic, and we hone our skills for evaluating and understanding academic research. In the process, we examine how social media intersect with various facets of adolescents' daily lives. For each topic, we also explore how the research helps us better understand and address related 'puzzles of practice' faced by families, educators, and schools.

Permission of instructor required. Enrollment is limited to 40 students. No prerequisites. This course is designed for students who are interested in working directly with adolescents and/or students who are interested in conducting research related to digital media. Enrollment procedure will be posted on course website; every effort will be made to accommodate all interested students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychology
HGSE: Content	social media
HGSE: Content	families
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	qualitative research
HGSE: Pedagogy	case-method learning
HGSE: Content	social networks
HGSE: Content	technology
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	relationships
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Content	adolescent development
HGSE: Content	mental health
HGSE: Pedagogy	reflective writing
HGSE: Content	out-of-school time

Education H610P Section: 01

Under Pressure: Cheating, Ethics, and Achievement Culture (203574)

Alexis Redding

2017 Spring (2 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: None**Enrollment Cap:**

30

(New course.) In this module, we explore cheating against the backdrop of the unprecedented level of achievement pressure in K-16 education. Rather than simply pathologizing cheating as a negative behavioral outcome, we examine it in an historical, cultural, and developmental context. After co-constructing a model of what goes on in the minds of students as they navigate ethical dilemmas, we apply our knowledge to recent high-profile cases of cheating at three levels—high school, college admissions, and college. In the process, we consider the perspectives of multiple stakeholders, from parents and teachers to administrators and professional organizations. This multi-dimensional approach will allow us to think about how to effectively scaffold the moral growth of students who are living and learning in high-stakes educational environments. While unpacking this complex behavior, we also think critically about what it means to be informed readers of educational research in both scholarly publications and the media. We examine how research on sensitive topics is conducted and what this means for our understanding of these data. Together, we also explore cultural assumptions that may influence perceptions about students who cheat and the policies we implement to address academic dishonesty.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Pedagogy	lecture
HGSE: Competencies	analyze arguments
HGSE: Content	student achievement
HGSE: Content	ethics
HGSE: Pedagogy	team-based learning
HGSE: Competencies	assess cognitive challenges
HGSE: Pedagogy	case-method learning
HGSE: Content	adolescent development
HGSE: Competencies	debate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	motivation
HGSE: Pedagogy	small-group discussion

Education H611 Section: 01

Moral Adults: Moral Children (180651)

Richard Weissbourd

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This course explores how children's moral capacities develop in their relationships with adults, how school environments influence moral development and how to constructively influence public conversation about moral development. Students will examine how parents, teachers and other key adults shape moral growth. Attention will be given to conditions and interventions that both positively and negatively shape adult-child relationships. Students will also explore how moral development can be promoted in public conversation as well as media and communications strategies for influencing parenting and school practices. The course will take up salient class, race, and cultural differences in parenting practices and beliefs, in how moral qualities develop and are expressed, and in the obstacles children face to developing important moral capacities. (Please note that the second half of

Section 1 is focused on schools, while the second half of Section 2 is focused on schools and media/communications.)

Class Notes: Required breakout on Wednesdays, 3:00 - 4:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	values
HGSE: Content	social contexts
HGSE: Competencies	engage families
HGSE: Pedagogy	simulation/role play
HGSE: Content	lgbtq
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
HGSE: Content	risk prevention/intervention
HGSE: Content	social development
HGSE: Content	emotional development
HGSE: Content	ethics
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social justice
HGSE: Content	adolescent development
HGSE: Content	diversity equity inclusion
HGSE: Content	relationships
HGSE: Content	child development
HGSE: Content	bullying/discrimination
HGSE: Content	parenting
HGSE: Content	families
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	practice equity and inclusion

Education H611 Section: 02

Moral Adults: Moral Children (180651)

Richard Weissbourd

2016 Fall (4 Credits)

Schedule: R 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap: n/a

This course explores how children's moral capacities develop in their relationships with adults, how school environments influence moral development and how to constructively influence public conversation about moral development. Students will examine how parents, teachers and other key adults shape moral growth. Attention will be given to conditions and interventions that both positively and negatively shape adult-child relationships. Students will also explore how moral development can be promoted in public conversation as well as media and communications strategies for influencing parenting and school practices. The course will take up salient class, race, and cultural differences in parenting practices and beliefs, in how moral qualities develop and are expressed, and in the obstacles children face to developing important moral capacities. (Please note that the second half of Section 1 is focused on schools, while the second half of Section 2 is focused on schools and media/communications.)

Class Notes: Required breakout on Thursdays, 3:00 - 4:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	ethics
HGSE: Pedagogy	small-group discussion
HGSE: Content	bullying/discrimination
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social development
HGSE: Content	parenting
HGSE: Pedagogy	simulation/role play
HGSE: Content	relationships
HGSE: Content	lgbtq
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	child development
HGSE: Content	risk prevention/intervention
HGSE: Content	families
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage families
HGSE: Content	adolescent development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social justice
HGSE: Content	social contexts
HGSE: Competencies	practice equity and inclusion
HGSE: Content	emotional development
HGSE: Pedagogy	discussion sections
HGSE: Content	values

Education H611 Section: S01

Moral Adults: Moral Children (180651)

Richard Weissbourd

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: None

Enrollment Cap:

0

This course explores how children's moral capacities develop in their relationships with adults, how school environments influence moral development and how to constructively influence public conversation about moral development. Students will examine how parents, teachers and other key adults shape moral growth. Attention will be given to conditions and interventions that both positively and negatively shape adult-child relationships. Students will also explore how moral development can be promoted in public conversation as well as media and communications strategies for influencing parenting and school practices. The course will take up salient class, race, and cultural differences in parenting practices and beliefs, in how moral qualities develop and are expressed, and in the obstacles children face to developing important moral capacities. (Please note that the second half of Section 1 is focused on schools, while the second half of Section 2 is focused on schools and media/communications.)

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	lgbtq
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	engage families
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	values
HGSE: Content	relationships

HGSE: Competencies	engage in difficult conversations
HGSE: Content	parenting
HGSE: Content	families
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Content	social justice
HGSE: Content	social development
HGSE: Content	emotional development
HGSE: Content	ethics
HGSE: Pedagogy	small-group discussion
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Content	bullying/discrimination
HGSE: Content	child development
HGSE: Content	risk prevention/intervention
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	reflective writing

Education H611 Section: S02

Moral Adults: Moral Children (180651)

Richard Weissbourd

2016 Fall (4 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: None

Enrollment Cap:

0

This course explores how children's moral capacities develop in their relationships with adults, how school environments influence moral development and how to constructively influence public conversation about moral development. Students will examine how parents, teachers and other key adults shape moral growth. Attention will be given to conditions and interventions that both positively and negatively shape adult-child relationships. Students will also explore how moral development can be promoted in public conversation as well as media and communications strategies for influencing parenting and school practices. The course will take up salient class, race, and cultural differences in parenting practices and beliefs, in how moral qualities develop and are expressed, and in the obstacles children face to developing important moral capacities. (Please note that the second half of Section 1 is focused on schools, while the second half of Section 2 is focused on schools and media/communications.)

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	values
HGSE: Content	lgbtq
HGSE: Content	risk prevention/intervention
HGSE: Content	parenting
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social contexts
HGSE: Content	social development
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	adolescent development
HGSE: Content	families
HGSE: Competencies	practice equity and inclusion
HGSE: Content	emotional development
HGSE: Content	ethics
HGSE: Pedagogy	small-group discussion
HGSE: Content	social justice

HGSE: Content	child development
HGSE: Content	relationships
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing
HGSE: Content	bullying/discrimination
HGSE: Competencies	engage families

Education H614 Section: 01

Understanding Truth, Beauty, and Goodness: The Core of a Good Education (203692)

Howard Gardner

2016 Fall (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

(New course.) A justifiable goal for education, broadly construed, is to increase appreciation, understanding, and action with reference to three traditional values: what is true, what is beautiful, and what is good (these are not necessarily the same). During this course, we consider traditional definitions of these values and the ways in which these values may be reframed in light of the post-modern philosophical critique and the ubiquitous digital media. We also consider in turn educational approaches to these values for three cohorts: young children plus youth in middle and secondary school; adolescents and adults in higher education; and lifelong education. Students will each design curricula and/ or pedagogy for one of these cohorts. The course critiques and extends arguments in the book *Truth, Beauty, and Goodness Reframed: Education in the Era of Truthiness and Twitter*.

Permission of instructor required. Enrollment is limited to 15. Interested students will be required to submit a statement of interest to the instructor after attending the course shopping session. To determine whether the course is likely to be interesting and useful, students are advised to peruse the book Truth, Beauty, and Goodness Reframed: Education in the Era of Truthiness and Twitter (paperback edition).

Class Notes:

Sections will be held on Mondays, 6:00 - 7:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H614 Section: S01

Understanding Truth, Beauty, and Goodness: The Core of a Good Education (203692)

Howard Gardner

2016 Fall (4 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) A justifiable goal for education, broadly construed, is to increase appreciation, understanding, and action with reference to three traditional values: what is true, what is beautiful, and what is good (these are not necessarily the same). During this course, we consider traditional definitions of these values and the ways in which these values may be reframed in light of the post-modern philosophical critique and the ubiquitous digital media. We also consider in turn educational approaches to these values for three cohorts: young children plus youth in middle and secondary school; adolescents and adults in higher education; and lifelong education. Students will each design curricula and/ or pedagogy for one of these cohorts. The course critiques and extends arguments in the book *Truth, Beauty, and Goodness Reframed: Education in the Era of Truthiness and Twitter*.

Permission of instructor required. Enrollment is limited to 15. Interested students will be required to submit a

statement of interest to the instructor after attending the course shopping session. To determine whether the course is likely to be interesting and useful, students are advised to peruse the book *Truth, Beauty, and Goodness Reframed: Education in the Era of Truthiness and Twitter* (paperback edition).

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H614 Section: S02

Understanding Truth, Beauty, and Goodness: The Core of a Good Education (203692)

Howard Gardner

2016 Fall (4 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) A justifiable goal for education, broadly construed, is to increase appreciation, understanding, and action with reference to three traditional values: what is true, what is beautiful, and what is good (these are not necessarily the same). During this course, we consider traditional definitions of these values and the ways in which these values may be reframed in light of the post-modern philosophical critique and the ubiquitous digital media. We also consider in turn educational approaches to these values for three cohorts: young children plus youth in middle and secondary school; adolescents and adults in higher education; and lifelong education. Students will each design curricula and/ or pedagogy for one of these cohorts. The course critiques and extends arguments in the book *Truth, Beauty, and Goodness Reframed: Education in the Era of Truthiness and Twitter*.

Permission of instructor required. Enrollment is limited to 15. Interested students will be required to submit a statement of interest to the instructor after attending the course shopping session. To determine whether the course is likely to be interesting and useful, students are advised to peruse the book Truth, Beauty, and Goodness Reframed: Education in the Era of Truthiness and Twitter (paperback edition).

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H621 Section: 01

A Cultural Perspective on Achievement Motivation (180657)

Diamond Bravo

2017 Spring (4 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course examines achievement motivation in the United States and around the world. As we explore the nature of achievement motivation through a lens of diversity, we can increase our understanding of others, as well as ourselves. Today, students in the United States are more diverse, in terms of culture, ethnicity, and family structure, than at any other point in history. At the same time, common student experiences are shared across groups, across cultures, and across borders. This course is atypical in its approach to tackling issues of achievement motivation. Rather than highlighting deficit assumptions, students will learn the value of developing a comprehensive, culturally-situated understanding of achievement motivation, particularly among marginalized, high-risk populations. Students can expect to learn about the reciprocal influence of culture, ethnicity, family, economics, and politics.

Permission of instructor required. Enrollment is limited. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H700 Section: 01

From Language to Literacy (180682)

Meredith Rowe

2016 Fall (4 Credits)

Schedule:

MW 1000 AM - 1159 AM

Instructor Permissions: None**Enrollment Cap:**

n/a

Students in this course will learn about children's development of oral language, their development of literacy skills, and both the parallels and the differences in the two developmental trajectories. Students will be exposed to research on the major domains of development in oral language (communicative intents, phonology, vocabulary, grammar, and extended discourse), with attention to the following questions: Is skill in this domain a prerequisite to the trouble free acquisition of literacy? Does variation in this domain relate to variation in literacy skills? Is the variation related to social, cultural, or cognitive factors? What implications does the variation have for practices in early childhood settings, in initial literacy instruction, and in later supports to reading comprehension? Students will be expected to (1) process information presented in lectures; (2) participate in class discussions; (3) write brief papers, integrating material from readings and lectures and considering their educational implications; and (4) design and carry out an individual or small group research project to be presented in a poster symposium at the end of the semester. Class format will be a combination of lecture, hands on analysis of children's oral/written production, and discussion.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	research project
HGSE: Content	reading
HGSE: Content	classroom instruction

Education H700 Section: S01

From Language to Literacy (180682)

Meredith Rowe

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: None**Enrollment Cap:**

0

Students in this course will learn about children's development of oral language, their development of literacy skills, and both the parallels and the differences in the two developmental trajectories. Students will be exposed to research on the major domains of development in oral language (communicative intents, phonology, vocabulary, grammar, and extended discourse), with attention to the following questions: Is skill in this domain a prerequisite to the trouble free acquisition of literacy? Does variation in this domain relate to variation in literacy skills? Is the variation related to social, cultural, or cognitive factors? What implications does the variation have for practices in early childhood settings, in initial literacy instruction, and in later supports to reading comprehension? Students will be expected to (1) process information presented in lectures; (2) participate in class discussions; (3) write brief papers, integrating material from readings and lectures and considering their educational implications; and (4)

design and carry out an individual or small group research project to be presented in a poster symposium at the end of the semester. Class format will be a combination of lecture, hands on analysis of children's oral/written production, and discussion.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Content	classroom instruction
HGSE: Pedagogy	research project
HGSE: Competencies	develop curriculum
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	reading
HGSE: Pedagogy	peer learning

Education H700 Section: S02

From Language to Literacy (180682)

Meredith Rowe

2016 Fall (4 Credits)

Schedule:

W 1115 AM - 1155 AM

Instructor Permissions: None

Enrollment Cap:

0

Students in this course will learn about children's development of oral language, their development of literacy skills, and both the parallels and the differences in the two developmental trajectories. Students will be exposed to research on the major domains of development in oral language (communicative intents, phonology, vocabulary, grammar, and extended discourse), with attention to the following questions: Is skill in this domain a prerequisite to the trouble free acquisition of literacy? Does variation in this domain relate to variation in literacy skills? Is the variation related to social, cultural, or cognitive factors? What implications does the variation have for practices in early childhood settings, in initial literacy instruction, and in later supports to reading comprehension? Students will be expected to (1) process information presented in lectures; (2) participate in class discussions; (3) write brief papers, integrating material from readings and lectures and considering their educational implications; and (4) design and carry out an individual or small group research project to be presented in a poster symposium at the end of the semester. Class format will be a combination of lecture, hands on analysis of children's oral/written production, and discussion.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Content	reading
HGSE: Content	classroom instruction
HGSE: Pedagogy	research project
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop curriculum
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H800 Section: 01

Reading Specialist Licensure Practicum (180710)

Pamela Mason

2017 Spring (4 Credits)

Schedule:

T 0130 PM - 0329 PM

Instructor Permissions: Instructor **Enrollment Cap:** 20

This course places students in a local K-8 school as a reading specialist teacher intern. In this role, students will develop an intervention plan for an elementary student and design lessons for small groups and whole classes. Students will also collaborate with a reading specialist mentor and classroom teachers at their school. Weekly class discussions on research and effective instructional practices build a community of practice that supports each student's development as a reading specialist teacher, and addresses the role of the reading specialist as a literacy leader and literacy coach. This practicum course is designed to meet the Standards for Reading Professionals-- Revised 2010 of the International Literacy Association and the standards for reading specialist teacher licensure and the Professional Standards for Teachers (2015) established by the Massachusetts Department of Elementary and Secondary Education.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher. Prerequisites: H-801 and teaching experience at the elementary, middle, or high school level.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	assessment
HGSE: Content	families
HGSE: Pedagogy	team-based learning
HGSE: Content	teacher preparation
HGSE: Content	cognitive development
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	develop curriculum
HGSE: Content	relationships
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	make a presentation
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	deliver instruction
HGSE: Content	reading
HGSE: Pedagogy	licensure practicum
HGSE: Content	instructional design
HGSE: Content	language and literacy
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	write a case study

Education H801 Section: 01

Literacy Assessment and Intervention Practicum (180713)

Pamela Mason

2016 Fall (4 Credits)

Schedule: TR 0830 AM - 1129 AM

Instructor Permissions: Instructor **Enrollment Cap:** 12

Children learn to read and write along a developmental continuum and through different instructional strategies. This course addresses the issues around literacy learning for typically developing and struggling readers as evidenced in the research and addressed in practice. In this course, each student, paired with an elementary school-aged child, will learn how to administer and interpret a battery of literacy assessments and then design an intervention plan for the child. The course will connect research, theory, and practice through course readings, class

presentations, and collaboration with colleagues. Students will share effective practices from their intervention and address the role of language, culture, and socio-economic background in the assessment and remediation of reading difficulties. The Standards for Reading Professionals of the International Literacy Association serve as the guiding principles for this course.

Permission of instructor required. Enrollment is limited to 12. Ed.M. students in the Language and Literacy Program's Massachusetts Licensure as a Reading Specialist Strand given preference. Prerequisites: teaching experience at the elementary, middle, or high school level. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Content	cognitive development
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	develop curriculum
HGSE: Content	relationships with children
HGSE: Competencies	deliver instruction
HGSE: Competencies	write a case study
HGSE: Pedagogy	peer learning
HGSE: Content	teacher preparation
HGSE: Content	curriculum development
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	assessment
HGSE: Competencies	analyze qualitative data
HGSE: Content	language and literacy
HGSE: Pedagogy	small-group discussion
HGSE: Content	reading
HGSE: Content	instructional design
HGSE: Pedagogy	licensure practicum

Education H801 Section: S01

Literacy Assessment and Intervention Practicum (180713)

Pamela Mason

2016 Fall (4 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Children learn to read and write along a developmental continuum and through different instructional strategies. This course addresses the issues around literacy learning for typically developing and struggling readers as evidenced in the research and addressed in practice. In this course, each student, paired with an elementary school-aged child, will learn how to administer and interpret a battery of literacy assessments and then design an intervention plan for the child. The course will connect research, theory, and practice through course readings, class presentations, and collaboration with colleagues. Students will share effective practices from their intervention and address the role of language, culture, and socio-economic background in the assessment and remediation of reading difficulties. The Standards for Reading Professionals of the International Literacy Association serve as the guiding principles for this course.

Permission of instructor required. Enrollment is limited to 12. Ed.M. students in the Language and Literacy Program's Massachusetts Licensure as a Reading Specialist Strand given preference. Prerequisites: teaching experience at the elementary, middle, or high school level. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher. Enrollment procedure will be posted on the

course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Content	reading
HGSE: Competencies	practice equity and inclusion
HGSE: Content	language and literacy
HGSE: Content	cognitive development
HGSE: Pedagogy	case-method learning
HGSE: Competencies	analyze quantitative data
HGSE: Content	curriculum development
HGSE: Content	relationships with children
HGSE: Content	instructional design
HGSE: Content	assessment
HGSE: Competencies	write a case study
HGSE: Pedagogy	small-group discussion
HGSE: Content	teacher preparation
HGSE: Competencies	develop curriculum
HGSE: Competencies	make a presentation
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	licensure practicum

Education H801 Section: S02

Literacy Assessment and Intervention Practicum (180713)

Pamela Mason

2016 Fall (4 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Children learn to read and write along a developmental continuum and through different instructional strategies. This course addresses the issues around literacy learning for typically developing and struggling readers as evidenced in the research and addressed in practice. In this course, each student, paired with an elementary school-aged child, will learn how to administer and interpret a battery of literacy assessments and then design an intervention plan for the child. The course will connect research, theory, and practice through course readings, class presentations, and collaboration with colleagues. Students will share effective practices from their intervention and address the role of language, culture, and socio-economic background in the assessment and remediation of reading difficulties. The Standards for Reading Professionals of the International Literacy Association serve as the guiding principles for this course.

Permission of instructor required. Enrollment is limited to 12. Ed.M. students in the Language and Literacy Program's Massachusetts Licensure as a Reading Specialist Strand given preference. Prerequisites: teaching experience at the elementary, middle, or high school level. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop curriculum
HGSE: Content	assessment
HGSE: Content	cognitive development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	instructional design

HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	licensure practicum
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	write a case study
HGSE: Content	language and literacy
HGSE: Content	teacher preparation
HGSE: Content	reading
HGSE: Pedagogy	small-group discussion
HGSE: Content	curriculum development
HGSE: Content	relationships with children
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning

Education H803 Section: 01

Adolescent Literacy: Students, Teachers, Classrooms, Schools, and Districts (180714)

Catherine Snow

2016 Fall (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

"Adolescent literacy" refers to the complex set of skills and abilities that students are meant to begin acquiring starting around Grade 4 and continuing through postsecondary education--the same skills that are reflected in accountability assessments and that determine whether schools are classified as failing or successful. Reading comprehension is a widespread challenge during this period, which begins precisely when many assume that students have learned to read and now just need to use their reading skills to learn content. While issues of literacy and content learning are central in the course, they cannot be understood in isolation from the practices and policies of their school settings. Questions like the following will help organize the activities of the class: (1) What is the normal course of students' literacy development after Grade 4, and what constitutes a worrying trajectory? (2) What do teachers, especially content area teachers in middle and secondary schools, need to know about literacy in order to support students adequately? (3) What classroom resources--curriculum, interventions, technology--have been shown to support students' ongoing development of literacy skills after Grade 4? (4) Are schools, including community and open-enrollment colleges, organized optimally to support student growth in literacy and in using literacy as a tool for learning? Are traditionally organized middle schools a good idea? (5) What do we know about districts that have been effective in improving literacy and learning outcomes after Grade 4?

No prerequisites. Given the broad definition of "adolescent literacy" used in the course, and the commitment to the principle that any educational challenge must be addressed by thinking both developmentally and systemically, this course should be of interest to current and future teachers, school leaders, district leaders, curriculum developers, and researchers.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H803 Section: S01

Adolescent Literacy: Students, Teachers, Classrooms, Schools, and Districts (180714)

Catherine Snow

2016 Fall (4 Credits)

Schedule:

R 1030 AM - 1110 AM

Instructor Permissions: None

Enrollment Cap:

0

"Adolescent literacy" refers to the complex set of skills and abilities that students are meant to begin acquiring starting around Grade 4 and continuing through postsecondary education--the same skills that are reflected in accountability assessments and that determine whether schools are classified as failing or successful. Reading comprehension is a widespread challenge during this period, which begins precisely when many assume that students have learned to read and now just need to use their reading skills to learn content. While issues of literacy and content learning are central in the course, they cannot be understood in isolation from the practices and policies of their school settings. Questions like the following will help organize the activities of the class: (1) What is the normal course of students' literacy development after Grade 4, and what constitutes a worrying trajectory? (2) What do teachers, especially content area teachers in middle and secondary schools, need to know about literacy in order to support students adequately? (3) What classroom resources--curriculum, interventions, technology--have been shown to support students' ongoing development of literacy skills after Grade 4? (4) Are schools, including community and open-enrollment colleges, organized optimally to support student growth in literacy and in using literacy as a tool for learning? Are traditionally organized middle schools a good idea? (5) What do we know about districts that have been effective in improving literacy and learning outcomes after Grade 4?

No prerequisites. Given the broad definition of "adolescent literacy" used in the course, and the commitment to the principle that any educational challenge must be addressed by thinking both developmentally and systemically, this course should be of interest to current and future teachers, school leaders, district leaders, curriculum developers, and researchers.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H803 Section: S02

Adolescent Literacy: Students, Teachers, Classrooms, Schools, and Districts (180714)

Catherine Snow

2016 Fall (4 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: None

Enrollment Cap:

0

"Adolescent literacy" refers to the complex set of skills and abilities that students are meant to begin acquiring starting around Grade 4 and continuing through postsecondary education--the same skills that are reflected in accountability assessments and that determine whether schools are classified as failing or successful. Reading comprehension is a widespread challenge during this period, which begins precisely when many assume that students have learned to read and now just need to use their reading skills to learn content. While issues of literacy and content learning are central in the course, they cannot be understood in isolation from the practices and policies of their school settings. Questions like the following will help organize the activities of the class: (1) What is the normal course of students' literacy development after Grade 4, and what constitutes a worrying trajectory? (2) What do teachers, especially content area teachers in middle and secondary schools, need to know about literacy in order to support students adequately? (3) What classroom resources--curriculum, interventions, technology--have been shown to support students' ongoing development of literacy skills after Grade 4? (4) Are schools, including community and open-enrollment colleges, organized optimally to support student growth in literacy and in using literacy as a tool for learning? Are traditionally organized middle schools a good idea? (5) What do we know about districts that have been effective in improving literacy and learning outcomes after Grade 4?

No prerequisites. Given the broad definition of "adolescent literacy" used in the course, and the commitment to the principle that any educational challenge must be addressed by thinking both developmentally and systemically, this course should be of interest to current and future teachers, school leaders, district leaders, curriculum developers, and researchers.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H804 Section: 01

Writing Development (180715)

Kathryn Leech

2017 Spring (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This course is intended to provide a research based understanding of the development of writing, beginning with children's earliest attempts at communicating intent in written form and continuing through the middle school years. We will consider the multiple linguistic, pragmatic, cognitive, and technical challenges that children come to address with increasing sophistication across this age span. Topics include connections between oral and written communication; orthography specific representational demands; the addressing of audience needs; acquisition and implementation of genre-specific knowledge; and the interplay between cognition, analysis, and writing. Class format will be a combination of lecture and analysis of writing samples, emphasizing connections among theory, assessment, and instructional approaches to writing. Students will be asked to respond in class and online to readings and questions/comments of classmates, analyze samples of student writing in light of the material presented, and design a research project or writing intervention that addresses an issue of interest in the field.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Competencies	write a research/analytic paper
HGSE: Content	cognitive development
HGSE: Content	reading
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	reflective writing
HGSE: Content	culture

Education H810C Section: 01

Teaching for Inquiry: What's Literacy Got to Do with It? (180718)

Vicki Jacobs

2017 Spring (2 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

While we all want students to understand something deeply about the content we teach, does our teaching, we might ask, actually provide students with means to do so? This module examines purposes for teaching and learning in the academic disciplines and, in particular, the purposes and methods that teaching for inquiry requires. Using a workshop format, model lessons, and sample lesson plans, participants actively investigate how to translate theories (e.g., about teaching for understanding, universal design for learning, cognition, comprehension, culturally responsive practice, and curriculum design) into practice. In the process, students realize the intrinsic relationship between inquiry and content literacy. Participants also cultivate the curricular and instructional decision-making processes they will need to apply the course's principles, resources, and strategies to their future practice. Requirements include a weekly reflection journal, reading, and a final paper.

This course is appropriate for novice and experienced teachers from any grade level or academic discipline (e.g., math, science, history, ELA, and literacy) who are interested in strengthening their understanding of curriculum design and content literacy. The course is equally relevant to school administrators, curriculum developers, instructional and literacy coaches, and reading specialists who support content instruction and learning.

Class Notes: Class will meet on January 25, February 1, 8, 15, and 22, and March 2 and 9. There will be a "bonus" class on Wednesday, March 29, 4:00 - 7:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a lesson
HGSE: Content	reading
HGSE: Content	learning differences
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Content	teaching for understanding
HGSE: Competencies	practice equity and inclusion
HGSE: Content	metacognition
HGSE: Content	classroom instruction
HGSE: Competencies	collaborate
HGSE: Pedagogy	experiential learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	deliver instruction
HGSE: Content	language and literacy
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	curriculum development
HGSE: Content	pedagogy
HGSE: Pedagogy	simulation/role play
HGSE: Content	teacher preparation
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design
HGSE: Content	motivation
HGSE: Content	universal design for learning

Education H810F Section: 01

Children's Literature (180721)

Lolly Robinson

2016 Fall (2 Credits)

Schedule: W 0500 PM - 0759 PM

Instructor Permissions: None

Enrollment Cap: n/a

This module offers an exploration of illustrated literature for children in pre-K through elementary school (ages 4 to 11), with an emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic children's trade books, students will explore strategies for evaluating books, finding the best books, learning about authors and illustrators, and using books to ignite a lifelong love of reading. Students will write one short paper, participate in a mock book award exercise, and create a focused bibliography of 15 books on the topic of their choice.

Class Notes: Class meets October 9, 12, 19, and 26, November 9, 16, and 30. No class on November 2. During the first five sessions, class will break into small

groups for book discussions, 6:00 - 7:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Competencies	collaborate
HGSE: Content	cognitive development
HGSE: Content	social development
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	language and literacy
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Content	early childhood
HGSE: Competencies	develop a curriculum
HGSE: Content	child development
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	write a literature review
HGSE: Content	emotional development
HGSE: Pedagogy	design thinking
HGSE: Content	linguistic diversity
HGSE: Content	arts
HGSE: Pedagogy	lecture
HGSE: Competencies	write a research/analytic paper
HGSE: Content	reading
HGSE: Content	media
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	research project
HGSE: Pedagogy	guest speaker(s)

Education H810F Section: S01

Children's Literature (180721)

Lolly Robinson

2016 Fall (2 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: None

Enrollment Cap:

0

This module offers an exploration of illustrated literature for children in pre-K through elementary school (ages 4 to 11), with an emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic children's trade books, students will explore strategies for evaluating books, finding the best books, learning about authors and illustrators, and using books to ignite a lifelong love of reading. Students will write one short paper, participate in a mock book award exercise, and create a focused bibliography of 15 books on the topic of their choice.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	emotional development
HGSE: Pedagogy	research project
HGSE: Pedagogy	team-based learning
HGSE: Content	language and literacy
HGSE: Content	social development

HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	develop a curriculum
HGSE: Competencies	write a literature review
HGSE: Content	arts
HGSE: Content	media
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	online and blended learning
HGSE: Content	early childhood
HGSE: Content	linguistic diversity
HGSE: Content	cognitive development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	design thinking
HGSE: Competencies	facilitate group process
HGSE: Content	child development
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Content	reading

Education H810F Section: S02

Children's Literature (180721)

Lolly Robinson

2016 Fall (2 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: None

Enrollment Cap:

0

This module offers an exploration of illustrated literature for children in pre-K through elementary school (ages 4 to 11), with an emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic children's trade books, students will explore strategies for evaluating books, finding the best books, learning about authors and illustrators, and using books to ignite a lifelong love of reading. Students will write one short paper, participate in a mock book award exercise, and create a focused bibliography of 15 books on the topic of their choice.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Content	emotional development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	cognitive development
HGSE: Content	media
HGSE: Competencies	develop a curriculum
HGSE: Content	child development
HGSE: Pedagogy	lecture
HGSE: Competencies	facilitate group process
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collaborate
HGSE: Content	social development
HGSE: Content	reading
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	design thinking
HGSE: Competencies	write a literature review

HGSE: Content	arts
HGSE: Content	linguistic diversity
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	early childhood
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
HGSE: Content	language and literacy
HGSE: Pedagogy	research project
HGSE: Pedagogy	small-group discussion

Education H810G Section: 01

Adolescent Literature (180722)

Lauren Adams

2017 Spring (2 Credits)

Schedule:

T 0500 PM - 0759 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This module offers an exploration of literature written for middle- and high-school-aged children and adolescents (ages 11-18), with emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic trade books for children and young adults, students will explore strategies for evaluating books, finding the best books, learning about authors, using books in the classroom, and igniting a lifelong love of reading. Students will write one short paper, participate in a group project, and create a focused bibliography of 12 books on the topic of their choice.

Class Notes:

Class will meet on January 24 and 31, February 7, 14, and 28, and March 7.
No class on February 21.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adolescent development
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	write a literature review
HGSE: Content	reading
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	deliver instruction
HGSE: Competencies	develop curriculum
HGSE: Competencies	make a presentation

Education H810H Section: 01

Introduction to Literacy Coaching (180723)

Lisa Messina

2016 Fall (2 Credits)

Schedule:

R 0500 PM - 0759 PM

Instructor Permissions: None

Enrollment Cap:

12

This module provides participants with an overview of the literature on literacy coaching across grade levels and school contexts. It is appropriate for master's and doctoral students wanting to learn more about the theory and

practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the module will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. In a workshop format, participants will address the module's overarching questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers agree are effective? How does coaching support school improvement efforts? The module's final assignment and weekly activities have been specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

No prerequisites or prior experience with literacy coaching assumed.

Class Notes: Class meets September 1, 8, 15, 22, 29, October 6, and 13.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Content	teacher preparation
HGSE: Content	group dynamics
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	facilitate group process
HGSE: Content	reading
HGSE: Pedagogy	simulation/role play
HGSE: Content	student achievement
HGSE: Competencies	write a research/analytic paper
HGSE: Content	leadership
HGSE: Pedagogy	discussion sections

Education H810H Section: S01

Introduction to Literacy Coaching (180723)

Lisa Messina

2016 Fall (2 Credits)

Schedule:

R 0430 PM - 0500 PM

Instructor Permissions: None

Enrollment Cap:

0

This module provides participants with an overview of the literature on literacy coaching across grade levels and school contexts. It is appropriate for master's and doctoral students wanting to learn more about the theory and practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the module will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. In a workshop format, participants will address the module's overarching questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers agree are effective? How does coaching support school improvement efforts? The module's final assignment and weekly activities have been specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

No prerequisites or prior experience with literacy coaching assumed.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing
HGSE: Content	group dynamics
HGSE: Content	student achievement
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	teacher preparation
HGSE: Content	leadership
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	collaborate
HGSE: Content	reading

Education H810H Section: S02

Introduction to Literacy Coaching (180723)

Lisa Messina

2016 Fall (2 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: None

Enrollment Cap:

0

This module provides participants with an overview of the literature on literacy coaching across grade levels and school contexts. It is appropriate for master's and doctoral students wanting to learn more about the theory and practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the module will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. In a workshop format, participants will address the module's overarching questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers agree are effective? How does coaching support school improvement efforts? The module's final assignment and weekly activities have been specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

No prerequisites or prior experience with literacy coaching assumed.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Competencies	collaborate
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Content	student achievement
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	reading
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	socratic discussion
HGSE: Content	school reform
HGSE: Content	group dynamics

Education H813 Section: 01

Bilingual Learners: Literacy Development and Instruction (180746)

Paola Uccelli

2016 Fall (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

n/a

As the number of children who speak, or are exposed to, more than one language increases in U.S. classrooms and in classrooms around the world, educators at all system levels and across varied settings must be prepared to provide high-quality, rigorous education to ever more linguistically diverse groups of students. Designed for researchers and practitioners, this course focuses on the pressing issues related to bilingual students' language and literacy instruction. The term "bilingual" in this course will be used to refer to a variety of students who have diverse and unequal experiences in more than one language and who speak or hear a language different from the societal language at home, but who might receive bilingual or monolingual instruction at school. The course employs an interdisciplinary perspective, drawing on sociocultural, psycho-linguistic, and educational frameworks of research conducted in the United States and in various international contexts. A number of societal factors related to language, literacy, and academic achievement will be explored: the many modes of being bilingual or multilingual, the role of linguistic minorities in society, the role of educational resources, and the impact of educational policies on bilingual populations. The course will provide opportunities to discuss and investigate the literacy development of bilingual learners, reflect on the important contribution of literacy skills to academic achievement, and learn and reflect about research-based instructional approaches.

This course is intended for students who anticipate working with linguistically diverse populations as practitioners, policymakers, or researchers.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	community
HGSE: Content	immigration
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	team-based learning
HGSE: Content	teacher preparation
HGSE: Content	classroom instruction
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	make a presentation
HGSE: Content	identity
HGSE: Content	reading
HGSE: Competencies	debate
HGSE: Content	language and literacy
HGSE: Content	global/international context
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)

HGSE: Content	linguistic diversity
HGSE: Content	diversity equity inclusion

Education H813 Section: S01

Bilingual Learners: Literacy Development and Instruction (180746)

Paola Uccelli

2016 Fall (4 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: None

Enrollment Cap:

0

As the number of children who speak, or are exposed to, more than one language increases in U.S. classrooms and in classrooms around the world, educators at all system levels and across varied settings must be prepared to provide high-quality, rigorous education to ever more linguistically diverse groups of students. Designed for researchers and practitioners, this course focuses on the pressing issues related to bilingual students' language and literacy instruction. The term "bilingual" in this course will be used to refer to a variety of students who have diverse and unequal experiences in more than one language and who speak or hear a language different from the societal language at home, but who might receive bilingual or monolingual instruction at school. The course employs an interdisciplinary perspective, drawing on sociocultural, psycho-linguistic, and educational frameworks of research conducted in the United States and in various international contexts. A number of societal factors related to language, literacy, and academic achievement will be explored: the many modes of being bilingual or multilingual, the role of linguistic minorities in society, the role of educational resources, and the impact of educational policies on bilingual populations. The course will provide opportunities to discuss and investigate the literacy development of bilingual learners, reflect on the important contribution of literacy skills to academic achievement, and learn and reflect about research-based instructional approaches.

This course is intended for students who anticipate working with linguistically diverse populations as practitioners, policymakers, or researchers.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Pedagogy	lecture
HGSE: Content	identity
HGSE: Competencies	deliver instruction
HGSE: Competencies	practice equity and inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	discussion sections
HGSE: Content	language and literacy
HGSE: Content	reading
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Content	classroom instruction
HGSE: Content	immigration
HGSE: Content	linguistic diversity
HGSE: Competencies	make a presentation
HGSE: Competencies	debate
HGSE: Content	global/international context
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	community
HGSE: Content	diversity equity inclusion

Education H813 Section: S02

Bilingual Learners: Literacy Development and Instruction (180746)

Paola Uccelli

2016 Fall (4 Credits)

Schedule:

W 0515 PM - 0555 PM

Instructor Permissions: None**Enrollment Cap:**

0

As the number of children who speak, or are exposed to, more than one language increases in U.S. classrooms and in classrooms around the world, educators at all system levels and across varied settings must be prepared to provide high-quality, rigorous education to ever more linguistically diverse groups of students. Designed for researchers and practitioners, this course focuses on the pressing issues related to bilingual students' language and literacy instruction. The term "bilingual" in this course will be used to refer to a variety of students who have diverse and unequal experiences in more than one language and who speak or hear a language different from the societal language at home, but who might receive bilingual or monolingual instruction at school. The course employs an interdisciplinary perspective, drawing on sociocultural, psycho-linguistic, and educational frameworks of research conducted in the United States and in various international contexts. A number of societal factors related to language, literacy, and academic achievement will be explored: the many modes of being bilingual or multilingual, the role of linguistic minorities in society, the role of educational resources, and the impact of educational policies on bilingual populations. The course will provide opportunities to discuss and investigate the literacy development of bilingual learners, reflect on the important contribution of literacy skills to academic achievement, and learn and reflect about research-based instructional approaches.

This course is intended for students who anticipate working with linguistically diverse populations as practitioners, policymakers, or researchers.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	deliver instruction
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	debate
HGSE: Pedagogy	discussion sections
HGSE: Content	teacher preparation
HGSE: Content	immigration
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	linguistic diversity
HGSE: Content	language and literacy
HGSE: Content	identity
HGSE: Content	global/international context
HGSE: Content	reading
HGSE: Competencies	write a research/analytic paper
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	make a presentation
HGSE: Content	community
HGSE: Content	classroom instruction
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)

Education H818 Section: 01

Reading Instruction and Development (180748)

Pamela Mason

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 0159 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Theories on the development of reading skill have been influenced by the research in the field and the contexts in which reading has been situated. In this course, reading development and instruction will be explored through the lenses of research and best practices. The goals for this course are to explore how children from kindergarten through high school learn to read across a variety of texts and contexts and how teachers can use a variety of instructional strategies to address the literacy learning of students from diverse home and language backgrounds. The influences that first language, cultural background, and motivation have on reading development will be explored; the literacy learning of diverse learners will be a central theme throughout the course, including English learners and students with special needs. Reading programs will be analyzed, and instructional strategies will be demonstrated. Policies that have influenced literacy programs and practices will also be discussed. The format of the course will be a combination of lectures, discussions, group presentations, and activities designed to create an understanding of the process of learning to read. Topics will include (but are not limited to) the history and perspectives on learning to read, developmental stages of reading, evaluation of materials for reading instruction, and effective reading programs, K-12.

Prerequisites: teaching experience recommended, but not required. Required for Ed.M. students in the Language and Literacy Program Literacy Coach Strand and those pursuing licensure as a reading specialist teacher.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	student achievement
HGSE: Competencies	develop curriculum
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	online and blended learning
HGSE: Content	diversity equity inclusion
HGSE: Content	teacher preparation
HGSE: Content	learning differences
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Content	instructional design
HGSE: Competencies	deliver instruction
HGSE: Competencies	write a research/analytic paper
HGSE: Content	reading
HGSE: Pedagogy	lecture

Education H818 Section: S01

Reading Instruction and Development (180748)

Pamela Mason

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: None

Enrollment Cap:

0

Theories on the development of reading skill have been influenced by the research in the field and the contexts in which reading has been situated. In this course, reading development and instruction will be explored through the lenses of research and best practices. The goals for this course are to explore how children from kindergarten through high school learn to read across a variety of texts and contexts and how teachers can use a variety of instructional strategies to address the literacy learning of students from diverse home and language backgrounds. The influences that first language, cultural background, and motivation have on reading development will be

explored; the literacy learning of diverse learners will be a central theme throughout the course, including English learners and students with special needs. Reading programs will be analyzed, and instructional strategies will be demonstrated. Policies that have influenced literacy programs and practices will also be discussed. The format of the course will be a combination of lectures, discussions, group presentations, and activities designed to create an understanding of the process of learning to read. Topics will include (but are not limited to) the history and perspectives on learning to read, developmental stages of reading, evaluation of materials for reading instruction, and effective reading programs, K-12.

Prerequisites: teaching experience recommended, but not required. Required for Ed.M. students in the Language and Literacy Program Literacy Coach Strand and those pursuing licensure as a reading specialist teacher.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture
HGSE: Competencies	analyze arguments
HGSE: Content	instructional design
HGSE: Content	reading
HGSE: Pedagogy	online and blended learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	deliver instruction
HGSE: Content	diversity equity inclusion
HGSE: Content	learning differences
HGSE: Content	social contexts
HGSE: Competencies	develop curriculum
HGSE: Content	student achievement

Education H818 Section: S02

Reading Instruction and Development (180748)

Pamela Mason

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: None

Enrollment Cap:

0

Theories on the development of reading skill have been influenced by the research in the field and the contexts in which reading has been situated. In this course, reading development and instruction will be explored through the lenses of research and best practices. The goals for this course are to explore how children from kindergarten through high school learn to read across a variety of texts and contexts and how teachers can use a variety of instructional strategies to address the literacy learning of students from diverse home and language backgrounds. The influences that first language, cultural background, and motivation have on reading development will be explored; the literacy learning of diverse learners will be a central theme throughout the course, including English learners and students with special needs. Reading programs will be analyzed, and instructional strategies will be demonstrated. Policies that have influenced literacy programs and practices will also be discussed. The format of the course will be a combination of lectures, discussions, group presentations, and activities designed to create an understanding of the process of learning to read. Topics will include (but are not limited to) the history and perspectives on learning to read, developmental stages of reading, evaluation of materials for reading instruction, and effective reading programs, K-12.

Prerequisites: teaching experience recommended, but not required. Required for Ed.M. students in the Language and Literacy Program Literacy Coach Strand and those pursuing licensure as a reading specialist teacher.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	instructional design
HGSE: Competencies	deliver instruction
HGSE: Content	learning differences
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Content	reading
HGSE: Competencies	analyze arguments
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Content	teacher preparation
HGSE: Content	student achievement
HGSE: Competencies	practice equity and inclusion
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Pedagogy	online and blended learning

Education H821 Section: 01

Literacy Coaching (180750)

Lisa Messina

2016 Fall (4 Credits)

Schedule:

R 0500 PM - 0759 PM

Instructor Permissions: None**Enrollment Cap:**

18

In this course, participants will learn what it means to be a literacy coach--an onsite, ongoing professional developer and instructional leader--by reviewing current research on coaching and interacting with coaches and teachers in local public schools. The course is appropriate for master's and doctoral students wanting to learn more about the theories and practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the course will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. Using a workshop format, participants will address the following overarching course questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers believe are effective? How can coaching support school improvement efforts? What qualifications do coaches need, and how do we evaluate their effectiveness? The course goes above and beyond H-810H, *Introduction to Literacy Coaching*, by focusing on coaching practices and providing participants with the opportunity to observe a coach in a local public school. The final assignment and weekly activities are specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

A 10-hour practicum observing a literacy coach in a local public school is required. Required for Ed.M. students in the Language and Literacy Program Literacy Coach Strand.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	teacher preparation
HGSE: Content	student achievement
HGSE: Competencies	collaborate

HGSE: Content	group dynamics
HGSE: Content	leadership
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	licensure practicum
HGSE: Competencies	write a case study
HGSE: Pedagogy	socratic discussion
HGSE: Content	school reform
HGSE: Content	adult development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	reading
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	discussion sections

Education H821 Section: S01

Literacy Coaching (180750)

Lisa Messina

2016 Fall (4 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: None

Enrollment Cap:

0

In this course, participants will learn what it means to be a literacy coach--an onsite, ongoing professional developer and instructional leader--by reviewing current research on coaching and interacting with coaches and teachers in local public schools. The course is appropriate for master's and doctoral students wanting to learn more about the theories and practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the course will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. Using a workshop format, participants will address the following overarching course questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers believe are effective? How can coaching support school improvement efforts? What qualifications do coaches need, and how do we evaluate their effectiveness? The course goes above and beyond H-810H, *Introduction to Literacy Coaching*, by focusing on coaching practices and providing participants with the opportunity to observe a coach in a local public school. The final assignment and weekly activities are specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

A 10-hour practicum observing a literacy coach in a local public school is required. Required for Ed.M. students in the Language and Literacy Program Literacy Coach Strand.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	write a case study
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	adult development
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	collaborate
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	teacher preparation
HGSE: Competencies	facilitate group process
HGSE: Content	student achievement
HGSE: Content	group dynamics

HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing
HGSE: Content	reading
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	licensure practicum
HGSE: Content	school reform
HGSE: Pedagogy	small-group discussion

Education H821 Section: S02

Literacy Coaching (180750)

Lisa Messina

2016 Fall (4 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: None

Enrollment Cap:

0

In this course, participants will learn what it means to be a literacy coach--an onsite, ongoing professional developer and instructional leader--by reviewing current research on coaching and interacting with coaches and teachers in local public schools. The course is appropriate for master's and doctoral students wanting to learn more about the theories and practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the course will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. Using a workshop format, participants will address the following overarching course questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers believe are effective? How can coaching support school improvement efforts? What qualifications do coaches need, and how do we evaluate their effectiveness? The course goes above and beyond H-810H, *Introduction to Literacy Coaching*, by focusing on coaching practices and providing participants with the opportunity to observe a coach in a local public school. The final assignment and weekly activities are specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

A 10-hour practicum observing a literacy coach in a local public school is required. Required for Ed.M. students in the Language and Literacy Program Literacy Coach Strand.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	group dynamics
HGSE: Pedagogy	field-based project
HGSE: Competencies	write a case study
HGSE: Pedagogy	licensure practicum
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing
HGSE: Competencies	facilitate group process
HGSE: Content	student achievement
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	reading
HGSE: Pedagogy	simulation/role play
HGSE: Content	teacher preparation
HGSE: Content	leadership
HGSE: Pedagogy	discussion sections
HGSE: Content	school reform
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	adult development
HGSE: Pedagogy	socratic discussion
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H860 Section: 01

Reading Difficulties (180761)

Joanna Christodoulou

2017 Spring (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

30

This course provides a conceptual and theoretical foundation for understanding task demands of reading text, and the ways in which readers may struggle in acquiring and developing these skillsets. Reading difficulties will be understood in the context of developmental, socio-cultural, cross-linguistic, and cognitive neuroscience perspectives. Contemporary remediation and compensatory approaches will be reviewed.

Prerequisites: a background in language and reading development. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Competencies	make a presentation
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	research project
HGSE: Pedagogy	project-based learning
HGSE: Content	learning differences
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	cognitive development
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	neuroscience
HGSE: Competencies	analyze arguments
HGSE: Content	assessment
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a literature review
HGSE: Content	disability/ableism
HGSE: Content	language and literacy
HGSE: Content	reading

Education H870 Section: 01

Reading to Learn: Socialization, Language, and Deep Comprehension (180762)

Paola Uccelli

2017 Spring (4 Credits)

Schedule:

M 0400 PM - 0559 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

Synthesizing and critically evaluating complex information and ideas are particularly relevant skills in our current knowledge-based society. Students need to be equipped with the skills that allow them to update their knowledge independently in order to continue to be efficient learners, workers, and critical members of a rapidly changing society. Thus, supporting students to become skilled comprehenders of texts--whether oral, written, or digital texts--constitutes a central instructional goal in the larger enterprise of preparing lifelong independent learners. One's ability to construct meaning and learn from text is influenced by early home socialization processes, as well as by

the accumulated opportunities to learn inside and outside of school throughout development. Beyond word reading ability, socio-cognitive skills, language proficiencies, motivation, and background knowledge influence readers' comprehension of text. During the course, the interplay of these skills and factors throughout development--from the early years to adolescence--will be examined, focusing specifically on the interaction between four key elements: the reader, the text, the activity, and the sociocultural context. This course is designed to help participants (1) become familiar with the major issues and key research literature in the field of reading comprehension; (2) critique and integrate findings from that research literature; (3) conceptualize effective teaching of reading comprehension for both students and teachers of reading; and (4) critique and design research on reading comprehension. Assessment of reading will also be investigated in order to consider the impact of different factors on readers' performance.

No prerequisites. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher, but open to all students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	peer learning
HGSE: Content	teaching for understanding
HGSE: Competencies	develop curriculum
HGSE: Competencies	make a presentation
HGSE: Content	assessment
HGSE: Competencies	practice equity and inclusion
HGSE: Content	reading
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	deliver instruction
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	online and blended learning

Education H876 Section: 01

Advanced Seminar in Human Development Research (180763)

Nonie Lesaux

2017 Spring (4 Credits)

Schedule:

W 0100 PM - 0259 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This seminar is designed for doctoral students who have completed their coursework requirements and are working on designing and executing independent research in the field of human development. This seminar will have a dual focus; (1) to support each student's academic development through research study conceptualization, proposal writing, literature review development, and scholarly issues related to career advancement (e.g., grant writing, curriculum vitae building); and (2) to disseminate and discuss seminal research in human development related to the themes of interest evident based on the students registered for the course (e.g., language development, executive function, reading comprehension, adult development, motivation, etc.) to both broaden and deepen students' knowledge base, but also to support a peer review process for the course. With this course, students will deepen their knowledge of the research and proposal writing process, clarify their thinking about their own topic by working to convey to others its importance and related evidence and issues, and to learn from the work of peers. Students will actively engage in class discussions, work in small groups, and provide feedback on classmates' work. As a final product for this course, students will develop a research proposal, literature review, or write-up of an empirical study.

Permission of instructor required. Enrollment is limited to 15. While the course is scheduled to meet weekly during the spring semester, there will be an individual meeting with each participant with the instructor in advance of the semester in order to support the development of a course plan tailored to participants' topics, stage of study, and goals.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	child development
HGSE: Content	cognitive development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a research proposal
HGSE: Competencies	understand data
HGSE: Content	data analysis
HGSE: Content	emotional development
HGSE: Pedagogy	small-group discussion
HGSE: Content	adolescent development
HGSE: Competencies	write a research article
HGSE: Content	developmental psychology
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social development
HGSE: Pedagogy	research project
HGSE: Content	adult development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a literature review
HGSE: Content	research methods
HGSE: Competencies	collaborate

Education HT107 Section: 01

Topics in Educational Psychology (180782)

Jon Star

2017 Spring (4 Credits)

Schedule: TBD**Instructor Permissions:** None**Enrollment Cap:** n/a

For those interested in learning in school settings, an understanding of educational psychology, including theories of how students learn and what motivates students to learn, is fundamental. This course offers a broad introduction to psychological theory and research that has attempted to better understand students' learning and motivation. The first half of the course explores theories of learning, including behaviorist, cognitivist, and situated perspectives. The second half dives into motivational constructs such as self-efficacy, goal orientation, and self-determination theory. Course readings will be grounded in theoretical and empirical literature related to theories of learning and motivation. Case studies will be foundational to class sessions, as a way to ground our discussion of theory and research. Class assignments will draw heavily on classroom artifacts as a way to investigate and document theoretical constructs encountered in course readings and discussions.

The course is suitable for all HGSE master's and doctoral students, including those who have not already had an introductory course in educational psychology.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	early childhood
HGSE: Competencies	make a presentation
HGSE: Content	pedagogy
HGSE: Content	cognitive development
HGSE: Content	social development
HGSE: Content	learning differences
HGSE: Pedagogy	socratic discussion

HGSE: Content	curriculum development
HGSE: Competencies	analyze arguments
HGSE: Content	teachers
HGSE: Content	metacognition
HGSE: Competencies	write a policy memo
HGSE: Competencies	debate
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	psychology
HGSE: Content	child development
HGSE: Content	learning and teaching
HGSE: Content	motivation
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	lecture
HGSE: Content	adolescent development
HGSE: Competencies	write a case study
HGSE: Competencies	conduct an interview
HGSE: Content	classroom instruction
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning

Education HT108 Section: 01

Individuality and Personalization in Education (203734)

Todd Rose

2017 Spring (4 Credits)

Schedule:

T 1000 AM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

(New course.) This course offers an introduction to the science of individuality as a foundation for personalization in education. Many of our existing assumptions about education are based on a highly constraining notion of "average-based" approaches to understanding individual learners. Every day we are measured against a fictional "average person," judged according to how closely we resemble the average—or how far we exceed it. The assumption that average-based yardsticks like academic GPAs, personality tests, and annual performance reviews reveal something meaningful about our individual abilities is so ingrained in our consciousness that we rarely question it. But what would we need to know and do to move beyond averages in order to truly personalize an education experience? In this course, we examine components of existing education systems through the lens of individuality. Building on emerging knowledge from the science of individuality, and using a combination presentations and group discussions, we will evaluate the benefits and shortcomings of models, frameworks, and tools for personalized learning.

Permission of instructor required. Enrollment is limited. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education HT113 Section: 01

Research Prac for Microschools: Dev Innovative Schls Based on Neuroscience & Cog Science Principles (203813)

Tina Grotzer

2017 Spring (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap: 15

(New course.) This course invites students to rethink school design based upon research findings in cognitive science and neuroscience. It focuses on the essential question, "What might schools look like if the key decisions about their design were based upon the best of what is known from research on learning and how our minds work?" It considers how principles from research apply to overall school design, conceptions of the learner, overarching philosophies of learning, logistical structures for learning and the design of physical spaces for learning. A significant portion of time will be spent "in the field" looking at schools and talking to educators, architects, and school designers. Design principles will be introduced to help us to think outside the box. Readings draw from cognitive science, neuroscience, design thinking, school philosophies (e.g., progressive movement, Reggio Emilia, Expeditionary Learning), instructional design philosophies (e.g., backward design, living curriculum), and the history of innovation in school design. Concepts central to the course include the principles of perception and attention, self-regulated learning, backward design, "living" curriculum, cognitive load, the power of agency, etc. Over the course of January term, students will develop a vision for a microschool and a rationale for its design. The course pedagogy centers on active processing and utilizes the principles of instruction taught in the course. It is project-based learning (involving developing a project for term) with a strong focus on transfer and application. Activities and questions are framed to encourage active, mindful processing and construction of knowledge as a group as we rethink the possibilities of education with the rich resources afforded by the research.

Permission of instructor required. Enrollment is limited to 15 students due to the field-based nature of the course. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teaching for understanding
HGSE: Content	curriculum development
HGSE: Content	neuroscience
HGSE: Content	cognitive development
HGSE: Content	classroom instruction

Education HT123 Section: 01

Informal Learning for Children (180784)

Joe Blatt

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: None

Enrollment Cap: n/a

Today's young people grow up in a media-saturated environment. As parents and teachers know all too well, remarkably few of these media offerings are deliberately designed to benefit children or adolescents educationally. In the realm of informal media designed specifically for learning, the most powerful and successful intervention ever devised is Sesame Street. You will have the opportunity in this practicum course to work with researchers, talent, and senior executives from Sesame Workshop--and from other exemplary media producers, community centers, after-school programs, and museums--to develop concepts for a new informal learning venture. You will learn how to assess needs for informal learning interventions; how to conduct research on media-based learning; how to design, test, and revise materials that are responsive to specific audiences and objectives; how to make diversity a fundamental component of the design process; and how to gauge the short- and longer-term impact of an intervention. Learning activities include lectures, discussions, and field experiences. The capstone project for the course, to be completed in small groups, is a proposal for a large-scale, multimedia-based informal learning intervention. Your group will present your project proposal orally to media industry participants, who will respond with helpful feedback. Your team will then incorporate this feedback into a final written version of your proposal. Project topic options will be announced in late Fall. Previous topics have included improving children's health and fitness, promoting civic engagement and political participation, developing print and digital literacy, and helping

children and teens become wiser consumers.

Open to all students, including cross-registrants. No prerequisites.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	informal learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	out-of-school time
HGSE: Content	child development
HGSE: Content	qualitative research
HGSE: Content	entrepreneurship
HGSE: Content	curriculum development
HGSE: Competencies	write a research proposal
HGSE: Competencies	build partnership
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	formative evaluation
HGSE: Content	civic engagement
HGSE: Content	media
HGSE: Content	innovation
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze arguments
HGSE: Content	learning and teaching
HGSE: Competencies	practice equity and inclusion
HGSE: Content	fundraising
HGSE: Content	motivation
HGSE: Content	risk prevention/intervention
HGSE: Content	cognitive development
HGSE: Content	museums
HGSE: Content	global/international context
HGSE: Content	developmental psychology
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	develop curriculum
HGSE: Competencies	develop a business proposal or plan
HGSE: Competencies	collaborate
HGSE: Content	partnerships
HGSE: Content	technology
HGSE: Pedagogy	team-based learning
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	multimedia projects

Education HT500 Section: 01

Growing up in a Media World (180785)

Joe Blatt

2016 Fall (4 Credits)

Schedule:

R 0230 PM - 0359 PM

T 0200 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Young children typically spend thirty hours every week in front of television and other screens. As they grow up, add

listening to music, going to the movies, using tablets and smartphones, playing video games, and social networking...the amount of time most children and young people invest in media is more than twice the time they spend in school. What is the impact of growing up immersed in this digital world? What do children learn from media, and what issues does it raise for them? This course examines the pervasive role of electronic media-- broadcast television, videos, movies, music, games, websites, apps, social networks, and other online activities--in educating and socializing children and teenagers. The course draws on students' own experience with media, and introduces a wide range of psychological, sociological, and survey research. We explore the variety of content available to young people and their families; document the developing child's patterns of use and understanding of media; examine theories and methods for assessing media effects; review research on the role of media in shaping individual identity, social relationships, and responses to challenging issues; and analyze public policies that affect media creators, consumers, and citizens. Learning activities include lectures, screenings, presentations by guest experts, class discussions, and student presentations. Section meetings take place during the scheduled class time on Thursday. Students have the opportunity to carry out two structured research assignments, deliver a brief presentation in class, and develop a final paper or project on an individually chosen topic of special interest.

Open to all students, including cross-registrants.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	child development
HGSE: Competencies	engage families
HGSE: Content	technology
HGSE: Pedagogy	online and blended learning
HGSE: Content	early childhood
HGSE: Competencies	write a research/analytic paper
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	gender
HGSE: Content	adolescent development
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	social development
HGSE: Content	parenting
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Content	social media
HGSE: Content	families
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	team-based learning
HGSE: Content	learning and teaching
HGSE: Competencies	conduct an interview
HGSE: Content	developmental psychology
HGSE: Content	innovation
HGSE: Pedagogy	project-based learning
HGSE: Content	psychology
HGSE: Competencies	practice equity and inclusion
HGSE: Content	informal learning
HGSE: Content	media
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze qualitative data
HGSE: Content	out-of-school time
HGSE: Content	qualitative research
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	research project

Education HT500 Section: S01

Growing up in a Media World (180785)

Joe Blatt

2016 Fall (4 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: None**Enrollment Cap:**

0

Young children typically spend thirty hours every week in front of television and other screens. As they grow up, add listening to music, going to the movies, using tablets and smartphones, playing video games, and social networking...the amount of time most children and young people invest in media is more than twice the time they spend in school. What is the impact of growing up immersed in this digital world? What do children learn from media, and what issues does it raise for them? This course examines the pervasive role of electronic media--broadcast television, videos, movies, music, games, websites, apps, social networks, and other online activities--in educating and socializing children and teenagers. The course draws on students' own experience with media, and introduces a wide range of psychological, sociological, and survey research. We explore the variety of content available to young people and their families; document the developing child's patterns of use and understanding of media; examine theories and methods for assessing media effects; review research on the role of media in shaping individual identity, social relationships, and responses to challenging issues; and analyze public policies that affect media creators, consumers, and citizens. Learning activities include lectures, screenings, presentations by guest experts, class discussions, and student presentations. Section meetings take place during the scheduled class time on Thursday. Students have the opportunity to carry out two structured research assignments, deliver a brief presentation in class, and develop a final paper or project on an individually chosen topic of special interest.

Open to all students, including cross-registrants.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Content	child development
HGSE: Competencies	conduct an interview
HGSE: Content	families
HGSE: Pedagogy	lecture
HGSE: Content	learning and teaching
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop curriculum
HGSE: Content	social media
HGSE: Content	informal learning
HGSE: Content	social development
HGSE: Content	parenting
HGSE: Content	gender
HGSE: Content	adolescent development
HGSE: Content	technology
HGSE: Content	innovation
HGSE: Pedagogy	research project
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	early childhood
HGSE: Content	out-of-school time
HGSE: Competencies	make a presentation
HGSE: Content	psychology
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	team-based learning
HGSE: Content	qualitative research
HGSE: Content	diversity equity inclusion

HGSE: Content	developmental psychology
HGSE: Content	media
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collaborate
HGSE: Competencies	engage families
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion

Education HT500 Section: S02

Growing up in a Media World (180785)

Joe Blatt

2016 Fall (4 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: None

Enrollment Cap:

0

Young children typically spend thirty hours every week in front of television and other screens. As they grow up, add listening to music, going to the movies, using tablets and smartphones, playing video games, and social networking...the amount of time most children and young people invest in media is more than twice the time they spend in school. What is the impact of growing up immersed in this digital world? What do children learn from media, and what issues does it raise for them? This course examines the pervasive role of electronic media--broadcast television, videos, movies, music, games, websites, apps, social networks, and other online activities--in educating and socializing children and teenagers. The course draws on students' own experience with media, and introduces a wide range of psychological, sociological, and survey research. We explore the variety of content available to young people and their families; document the developing child's patterns of use and understanding of media; examine theories and methods for assessing media effects; review research on the role of media in shaping individual identity, social relationships, and responses to challenging issues; and analyze public policies that affect media creators, consumers, and citizens. Learning activities include lectures, screenings, presentations by guest experts, class discussions, and student presentations. Section meetings take place during the scheduled class time on Thursday. Students have the opportunity to carry out two structured research assignments, deliver a brief presentation in class, and develop a final paper or project on an individually chosen topic of special interest.

Open to all students, including cross-registrants.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	gender
HGSE: Content	psychology
HGSE: Competencies	practice equity and inclusion
HGSE: Content	informal learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze qualitative data
HGSE: Content	out-of-school time
HGSE: Content	qualitative research
HGSE: Competencies	conduct an interview
HGSE: Content	social development
HGSE: Content	innovation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	early childhood
HGSE: Content	learning and teaching
HGSE: Competencies	write a research/analytic paper
HGSE: Content	technology
HGSE: Content	media
HGSE: Pedagogy	lecture
HGSE: Content	parenting

All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	adolescent development
HGSE: Content	social media
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop curriculum
HGSE: Competencies	make a presentation
HGSE: Content	developmental psychology
HGSE: Pedagogy	research project
HGSE: Pedagogy	small-group discussion
HGSE: Content	child development
HGSE: Competencies	collaborate
HGSE: Competencies	engage families
HGSE: Content	families
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	online and blended learning

Education HT820 Section: 01

Introduction to Psychoeducational Assessment (180788)

Rebecca Rolland

2016 Fall (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This case-based course will introduce the conceptual, practical, ethical, and legal issues related to psychoeducational assessment of school-aged children and adolescents. Topics include: discussion of standards for educational testing, including validity, reliability, norming, test development, and avoidance of cultural bias; and general guidelines for selections of particular types of assessment methods for individual children (i.e., standardized test, direct observation, questionnaire, interview). Special emphasis will be placed on the contributions and limitations of tests for students with learning difficulties, particularly in language and literacy. Supervised clinical practice in screening and assessment will provide students with experience in the oral and written communication of assessment results to parents, teachers and other professionals. Requirements include engaging with weekly media and cases and a written assessment report.

Permission of instructor required. Enrollment is limited to 25. Prerequisites: a background knowledge in language and reading development is helpful. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	decision-making
HGSE: Competencies	make a presentation
HGSE: Competencies	administer an assessment
HGSE: Content	assessment
HGSE: Content	language and literacy
HGSE: Pedagogy	case-method learning
HGSE: Competencies	practice equity and inclusion
HGSE: Content	learning differences
HGSE: Content	cognitive development
HGSE: Pedagogy	experiential learning

Education HT820 Section: S01

Introduction to Psychoeducational Assessment (180788)

Rebecca Rolland

2016 Fall (4 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This case-based course will introduce the conceptual, practical, ethical, and legal issues related to psycho-educational assessment of school-aged children and adolescents. Topics include: discussion of standards for educational testing, including validity, reliability, norming, test development, and avoidance of cultural bias; and general guidelines for selections of particular types of assessment methods for individual children (i.e., standardized test, direct observation, questionnaire, interview). Special emphasis will be placed on the contributions and limitations of tests for students with learning difficulties, particularly in language and literacy. Supervised clinical practice in screening and assessment will provide students with experience in the oral and written communication of assessment results to parents, teachers and other professionals. Requirements include engaging with weekly media and cases and a written assessment report.

Permission of instructor required. Enrollment is limited to 25. Prerequisites: a background knowledge in language and reading development is helpful. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a reading specialist teacher. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	decision-making
HGSE: Content	learning differences
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Competencies	administer an assessment
HGSE: Content	assessment
HGSE: Content	cognitive development
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	language and literacy
HGSE: Pedagogy	case-method learning

Education HT820 Section: S02

Introduction to Psychoeducational Assessment (180788)

Rebecca Rolland

2016 Fall (4 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This case-based course will introduce the conceptual, practical, ethical, and legal issues related to psycho-educational assessment of school-aged children and adolescents. Topics include: discussion of standards for educational testing, including validity, reliability, norming, test development, and avoidance of cultural bias; and general guidelines for selections of particular types of assessment methods for individual children (i.e., standardized test, direct observation, questionnaire, interview). Special emphasis will be placed on the contributions and limitations of tests for students with learning difficulties, particularly in language and literacy. Supervised clinical practice in screening and assessment will provide students with experience in the oral and written communication of assessment results to parents, teachers and other professionals. Requirements include engaging with weekly media and cases and a written assessment report.

Permission of instructor required. Enrollment is limited to 25. Prerequisites: a background knowledge in language and reading development is helpful. Required for Ed.M. students in the Language and Literacy Program pursuing

licensure as a reading specialist teacher. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning differences
HGSE: Competencies	administer an assessment
HGSE: Competencies	practice equity and inclusion
HGSE: Content	cognitive development
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	experiential learning
HGSE: Content	decision-making
HGSE: Content	assessment
HGSE: Competencies	make a presentation
HGSE: Content	language and literacy

Education L100AY Section: 01

The Workplace Lab for System-Level Leaders (203644)

Deborah Jewell-Sherman

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

The Workplace Lab is the professional seminar for students in the Ed.L.D. Program in the first year of their studies. Through a variety of modalities, aspiring transformational leaders will demonstrate the knowledge, habits of mind, and disposition to act by (1) analyzing critically the education sector; (2) collaborating and teaming to identify and reflect on problems of practice; (3) developing mechanisms to solve problems; (4) understanding the instructional core; (5) simulating systemic reform; and (6) scaling up through design and innovation. The Workplace Lab provides an opportunity for students to combine action and reflection, to challenge their assumptions about leadership and improvement, and to integrate and deepen their learning across the Ed.L.D. core curriculum.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-100AY and L-100BY were formerly yearlong L-100.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Content	values
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	analyze qualitative data
HGSE: Content	negotiation
HGSE: Content	leadership
HGSE: Content	school reform
HGSE: Content	teams
HGSE: Competencies	write a policy memo
HGSE: Competencies	collaborate

Education L100BY Section: 01

The Workplace Lab for System-Level Leaders (203645)

Deborah Jewell-Sherman

2017 Spring (4 Credits)

Schedule:

W 0900 AM - 1159 AM

Instructor Permissions: Instructor**Enrollment Cap:**

30

The Workplace Lab is the professional seminar for students in the Ed.L.D. Program in the first year of their studies. Through a variety of modalities, aspiring transformational leaders will demonstrate the knowledge, habits of mind, and disposition to act by (1) analyzing critically the education sector; (2) collaborating and teaming to identify and reflect on problems of practice; (3) developing mechanisms to solve problems; (4) understanding the instructional core; (5) simulating systemic reform; and (6) scaling up through design and innovation. The Workplace Lab provides an opportunity for students to combine action and reflection, to challenge their assumptions about leadership and improvement, and to integrate and deepen their learning across the Ed.L.D. core curriculum.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-100AY and L-100BY were formerly yearlong L-100.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teams
HGSE: Competencies	write a policy memo
HGSE: Content	leadership
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	values
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Pedagogy	simulation/role play
HGSE: Content	school reform
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	negotiation
HGSE: Pedagogy	lab sessions

Education L101AY Section: 01

Ed.L.D. Leadership Workshops and Seminars (203646)

Elizabeth City

2016 Fall (2 Credits)

Schedule:

TBD

Instructor Permissions: Instructor**Enrollment Cap:**

30

Components of this course include Public Narrative Workshop, Writing Workshop, Strategic Resource Management, Leading Innovation and Change, Organizing Workshop, Education Law, Communications Strategies and Media Relations and school visits.

Permission of instructors required. Enrollment is limited to first-year Ed.L.D. students. L-101AY and L-101BY were formerly L-101A and L-101B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education L101BY Section: 01

Ed.L.D. Leadership Workshops and Seminars (203920)

Elizabeth City

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

Components of this course include Public Narrative Workshop, Writing Workshop, Strategic Resource Management, Leading Innovation and Change, Organizing Workshop, Education Law, Communications Strategies and Media Relations and school visits.

Permission of instructors required. Enrollment is limited to first-year Ed.L.D. students. L-101AY and L-101BY were formerly L-101A and L-101B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education L102 Section: 01

Leaders of Learning (180793)

Andres Alonso

Elizabeth City

Catherine Snow

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

This course is designed to prepare students in the Ed.L.D. Program to actively shape the discourse and thinking around learning in the organizations they lead, build a common understanding and language about powerful learning and teaching, observe and describe learning and teaching, focus on task as a core driver of learning, and diagnose current systems of learning and redesign those systems to ensure that all learners have access and opportunity to thrive and fulfill their potential. The course includes multiple school visits and an investigation of literacy as a fundamental building block of learning.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education L103 Section: 01

Thinking Strategically about Education Reform (203649)

Elizabeth City

2016 Fall (4 Credits)

Schedule: TR 0200 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

This course seeks to help Ed.L.D. students ask and answer the "why," "how," and "what" of education improvement

and innovation. Questions include: What are we aiming for in education (and who is the "we")? Where are we now? How can we build systems (districts, networks, states) that would consistently support quality education? How do we create change at even greater scale, across jurisdictions? How are all of these questions shaped by history, politics, and race? Students will learn how to act on these questions by taking on a series of "live" cases. For each case, students will be faced with a real-world actor confronting a current dilemma and will be asked to diagnose the problem and develop a strategic approach to addressing the dilemma in a particular context. Students will also explore a topic of personal interest to them that relates to the questions posed in the course. Through the course as a whole, students will hone two key competencies for system-level leaders: (1) political empathy and (2) the ability to identify and analyze problems and connect those problems with context-specific solutions. Students will combine these skills as they develop a capacity to form, interrogate, and revise robust theories of action for education reform.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.

Class Notes: Class will meet on Monday, October 24 (not October 25), October 31 (not November 1), November 7 (not November 8) and November 14 (not November 15), 10:00 a.m. - 12:00 noon.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	school reform
HGSE: Competencies	write a policy memo
HGSE: Content	system-level leadership
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Competencies	think strategically
HGSE: Competencies	collaborate
HGSE: Content	politics
HGSE: Content	leadership
HGSE: Content	organizations
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion

Education L104AY Section: 01

Practicing Leadership Inside and Out (203650)

Lisa Lahey

Robert Goodman

Dobbin Bookman

Candice Crawford-Zakian

Adria Goodson

Deborah Helsing

2016 Fall (4 Credits)

Schedule: MW 0200 PM - 0329 PM

Instructor Permissions: Instructor **Enrollment Cap:** 25

This course is designed with the guiding principle that as aspiring "transformational leaders," students must include themselves in the "change equation." The Personal Mastery Strand of the Ed.L.D. Program is an integrated set of curricular elements intending to foster (1) a significantly greater understanding of students as leaders and learners (including their strengths, growing edges, blind spots, and vulnerabilities, which, if not identified and addressed, are

likely to limit and undermine leadership and personal effectiveness); (2) a deepening ability to help students overcome their gaps and blind spots and manage their vulnerabilities in their personal growth; and (3) a significantly greater facility with group and team dynamics, including how to be an effective team leader and member, and how to recognize and address collective processes that derail a group's capacities to execute, deliver, and learn. Specific components of this course include units on adult development and team effectiveness, among others. Additionally, Ed.L.D. students are supported in their leadership development with regular, yearlong, individualized leadership coaching sessions. Before the start of the course, students will complete a set of assessments (including a leadership 360 feedback assessment) that will provide baseline data to develop individualized personal learning agendas. These agendas are pursued and supported in the coaching, within the structure of this course and throughout the duration of the Ed.L.D. Program.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-104AY and L-104BY were formerly L-104A and L-104B.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	multimedia texts
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	coaching
HGSE: Content	group dynamics

Education L104BY Section: 01

Practicing Leadership Inside and Out (203651)

Robert Goodman

Lisa Lahey

2017 Spring (2 Credits)

Schedule:

MW 0200 PM - 0329 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This module is a continuation of L-104AY. The central focus is on developing transformational leaders. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively as well. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring." A main goal of the course is to support students in their continued development towards, within, or beyond a self-authoring mindset. In this course, students will develop a greater understanding of themselves as leaders and learners, including their strengths, preferences, growing edges, blind spots, and limitations, which if not identified and addressed are likely to undermine their leadership and personal effectiveness. Students will deepen their ability to overcome their gaps and blind spots and manage their limitations. They will further grow in their ability to understand, engage, and effectively support and challenge others, including Ed.L.D. colleagues. They will also develop greater facility with group and team dynamics, including: how to create the conditions for effective team development and learning, how to be a responsible and responsive team member, and how to recognize and address collective processes that limit a group's capacities to cohere, perform, and learn. During the spring semester, there are two units that comprise the module: Team Effectiveness and Individual Leadership Coaching.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-104AY and L-104BY were formerly L-104A and L-104B.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations

HGSE: Content	adult development
HGSE: Content	coaching
HGSE: Competencies	facilitate group process
HGSE: Content	group dynamics
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Content	leadership

Education L106AY Section: 01

Race, Equity, and Leadership (203673)

Deborah Jewell-Sherman

Mary O'Neill

Adria Goodson

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Transformational leadership in education advances equity for all learners. For a system-level leader, a commitment to equity is only one essential step in a personal and professional journey. Leading to develop and sustain genuinely inclusive, equity-focused schools and systems in the United States requires understanding the intersection of race, identity, power, and privilege in our society and schools. The work of educational equity demands leaders who can replace inequitable structures and practices by confronting the legacies of racism and other forms of exclusion, building strengths-based instructional capacity and cultural competency, effective communication and leadership of dialogue, authentic family and community engagement, and more. Developing the capabilities within education systems to do this critical work is the purpose of this course.

Permission of instructors required. Enrollment is limited to first-year students in the Ed.L.D. program. L-106AY and L-106BY were formerly yearlong L-106.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Content	social contexts
HGSE: Content	culture
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	engage families
HGSE: Content	system-level leadership
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	facilitate group process
HGSE: Competencies	engage in difficult conversations
HGSE: Content	race/ethnicity
HGSE: Pedagogy	reflective writing
HGSE: Content	identity
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning

Education L106BY Section: 01

Race, Equity, and Leadership (203674)

*Deborah Jewell-Sherman**Mary O'Neill**Adria Goodson*

2017 Spring (2 Credits)

Schedule: TBD**Instructor Permissions:** None**Enrollment Cap:** 30

Transformational leadership in education advances equity for all learners. For a system-level leader, a commitment to equity is only one essential step in a personal and professional journey. Leading to develop and sustain genuinely inclusive, equity-focused schools and systems in the United States requires understanding the intersection of race, identity, power, and privilege in our society and schools. The work of educational equity demands leaders who can replace inequitable structures and practices by confronting the legacies of racism and other forms of exclusion, building strengths-based instructional capacity and cultural competency, effective communication and leadership of dialogue, authentic family and community engagement, and more. Developing the capabilities within education systems to do this critical work is the purpose of this course.

Permission of instructors required. Enrollment is limited to first-year students in the Ed.L.D. program. L-106AY and L-106BY were formerly yearlong L-106.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	identity
HGSE: Pedagogy	field-based project
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
HGSE: Content	social justice
HGSE: Competencies	facilitate group process
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	race/ethnicity
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	engage families
HGSE: Content	culture
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Content	social contexts
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations

Education L201 Section: 01

Ed.L.D. Second-Year Core Leadership Seminar (203675)

S. Paul Reville

2016 Fall (2 Credits)

Schedule: F 0900 AM - 1159 AM
F 0900 AM - 1159 AM**Instructor Permissions:** Instructor**Enrollment Cap:** 30

This module is specifically constructed for Ed.L.D. students who have completed their first year of coursework and are preparing for their third-year residency. It is divided into two concurrent streams. One stream will consider examples of organizations, change initiatives, and leadership that elucidate the challenges of organizational position and context throughout the education sector. The other stream is internally directed, reflective, and personal, and supports students in the continued development of their own leadership skills and effectiveness. Context, organizational position, and leadership are important ingredients in successful change equations. Through weekly structured, live case discussions, students will analyze a series of change initiatives presented by leaders from various types of organizations including a national nonprofit, district, foundation, union, and others. A number of cases will also be derived from students' summer work as well as experiences presented by Ed.L.D. residents and alumni. Through interactions with these leaders from across the sector, students will gain a deeper understanding of the factors that come into play with attempts to enact change, and will develop a framework for analyzing an organization and its capacity with respect to these factors. In addition, students will progress on individualized leadership agendas as a continuation of the Ed.L.D. Personal Mastery Strand that began in Year 1 of the program. Working in small groups, as well as in pairs, students will deepen their skills in supporting and challenging their colleagues in the attainment of goals aimed at increasing leadership effectiveness. A variety of protocols and skill building concepts will be introduced to facilitate this work and progress will be tracked and reflected on through the use of a leadership journal.

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education L202 Section: 01

Ed.L.D. Second-Year Core Leadership Seminar (203676)

Eileen McGowan

2017 Spring (4 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course is specifically constructed to support leaders in the field of education who are in the process of completing their doctoral coursework and are preparing to enter a professional residency experience. Students will have the opportunity to develop the conceptual tools, interdisciplinary knowledge, practical skills, and professional networks needed to design and implement a major change initiative that contributes productively to their residency partner organizations. Optimizing the time period between the residency assignment and activation, the cohort will work to synthesize the broad spectrum of knowledge already acquired through life-experiences and coursework in concert with conducting new research into specialized topics based on residency focus, to generate actionable knowledge. Throughout the semester, students will grapple with the complexities of defining problems, considering the usefulness of theory, locating best practices in the field, creatively synthesizing this knowledge to a site-specific context, and reflecting on "the self" as leader. The course will further develop the students' knowledge on identified topics through consultative engagement with experts in the HGSE community and beyond. A final intention of the course is to bring the doctoral experience full-circle from your initial presentation of your personal narrative during orientation to a new, updated version of that narrative, linking "self, us and now" to "self, site, and sector."

Permission of instructor required. Enrollment is limited to Ed.L.D. students who have completed 1.5 years of coursework.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Content	adult development
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop a theory of action

HGSE: Pedagogy	team-based learning
HGSE: Content	coaching
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	identity
HGSE: Content	decision-making
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	research project
All: Cross Reg Availability	Not Available for Cross Registration

Education L203AY Section: 01

Second-Year Practicing Leadership: Peer and Pod Coaching (203701)

Adria Goodson

Lisa Lahey

2016 Fall (1 Credits)

Schedule:

F 0900 AM - 1159 AM

F 0900 AM - 1159 AM

F 0900 AM - 1159 AM

F 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

The central focus of year 2 in Practicing Leadership Inside and Out is on deepening your capacities to be transformational leaders. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively, across a wide array of human differences given diverse life experiences (race, ethnicity, gender, class, sexual orientation etc.) personality preferences, and conflict engagement styles. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring". A main goal of the course is to continue supporting students in their development towards, within or beyond a self-authoring mindset. Our specific focus will be on further developing your capacity to take responsibility for your thoughts and emotions in the context of engaging differences, especially around race and other identity markers. Students will further grow in their ability to understand, engage, and effectively support and challenge others, especially their Ed.L.D. colleagues. The primary containers for students' learning and growth this year are peer coach pairs, and a 4-person pod (which consists of two peer coaching pairs).

L-203AY and L-203BY were formerly yearlong L-200.

Class Notes:

Class will meet on September 9, October 7, November 4, and December 2. Required peer coaching occurs weekly outside of class. Pod meetings occur as required outside of class.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	coaching
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	multimedia texts
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration

Education L203BY Section: 01

Second-Year Practicing Leadership: Peer and Pod Coaching (203703)

*Adria Goodson**Lisa Lahey*

2017 Spring (1 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: None**Enrollment Cap:**

30

The central focus of year 2 in Practicing Leadership Inside and Out is on deepening your capacities to be transformational leaders. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively, across a wide array of human differences given diverse life experiences (race, ethnicity, gender, class, sexual orientation etc.) personality preferences, and conflict engagement styles. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring". A main goal of the course is to continue supporting students in their development towards, within or beyond a self-authoring mindset. Our specific focus will be on further developing your capacity to take responsibility for your thoughts and emotions in the context of engaging differences, especially around race and other identity markers. Students will further grow in their ability to understand, engage, and effectively support and challenge others, especially their Ed.L.D. colleagues. The primary containers for students' learning and growth this year are peer coach pairs, and a 4-person pod (which consists of two peer coaching pairs).

L-203AY and L-203BY were formerly yearlong L-200.

Class Notes:

Class will meet on February 3 and 17, March 31, and April 21. Required peer coaching occurs weekly outside of class; pod meetings occur as required outside of class.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	coaching
HGSE: Pedagogy	multimedia texts
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	leadership
HGSE: Pedagogy	peer learning

Education L301 Section: 01

Ed.L.D. Residency 2 (203678)

Elizabeth City

2016 Fall (16 Credits)

Schedule:

TBD

Instructor Permissions: Instructor**Enrollment Cap:**

30

This required course corresponds with Ed.L.D. students' engagement in the Fall semester component (August-December) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on capstone components.

Permission of instructor required. Enrollment is limited to Ed.L.D. students engaged in their third-year residency.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education L302 Section: 01

Ed.L.D. Residency 3 (203679)

Elizabeth City

2017 Spring (16 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 30

This required course corresponds with Ed.L.D. students' engagement in the Spring semester component (January-May) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on capstone components.

Permission of instructor required. Enrollment is limited to Ed.L.D. students engaged in their third-year residency.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S005 Section: 01

Introduction to Educational Research (180849)

Terrence Tivnan

2016 Fall (4 Credits)

Schedule: TR 0830 AM - 0959 AM**Instructor Permissions:** None**Enrollment Cap:** n/a

This is an introduction to the rationale and procedures of educational and social science research, designed for master's and first-year doctoral students. The course is appropriate for both consumers and producers of research. Topics will include the nature and purposes of research, planning and conducting research, critiquing and evaluating research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Class time will be used for discussion, case study analysis, and occasional computer exercises. Participants have a choice of either conducting a small-scale study or completing a series of take home assignments.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	research ethics
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	design a survey instrument
HGSE: Pedagogy	research project
HGSE: Pedagogy	project-based learning
HGSE: Content	foundational quantitative methods

HGSE: Competencies	develop research questions
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	lecture
HGSE: Content	descriptive statistics

Education S005 Section: S01

Introduction to Educational Research (180849)

Terrence Tivnan

2016 Fall (4 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap:

0

This is an introduction to the rationale and procedures of educational and social science research, designed for master's and first-year doctoral students. The course is appropriate for both consumers and producers of research. Topics will include the nature and purposes of research, planning and conducting research, critiquing and evaluating research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Class time will be used for discussion, case study analysis, and occasional computer exercises. Participants have a choice of either conducting a small-scale study or completing a series of take home assignments.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	design a survey instrument
HGSE: Competencies	develop research questions
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	research ethics
HGSE: Content	foundational quantitative methods
HGSE: Competencies	analyze qualitative data
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Pedagogy	lecture

Education S005 Section: S02

Introduction to Educational Research (180849)

Terrence Tivnan

2016 Fall (4 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: None

Enrollment Cap:

0

This is an introduction to the rationale and procedures of educational and social science research, designed for master's and first-year doctoral students. The course is appropriate for both consumers and producers of research. Topics will include the nature and purposes of research, planning and conducting research, critiquing and evaluating research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Class time will be used for discussion, case study analysis, and occasional computer exercises. Participants have a choice of either conducting a small-scale

study or completing a series of take home assignments.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a survey instrument
HGSE: Content	statistics
HGSE: Pedagogy	research project
HGSE: Content	research ethics
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze qualitative data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Competencies	develop research questions
HGSE: Content	descriptive statistics
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	lecture
HGSE: Competencies	analyze quantitative data

Education S010J Section: 01

Review of Introductory Statistics (180851)

Terrence Tivnan

2017 Spring (2 Credits)

Schedule:

MWF 1000 AM - 0100 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

This module is intended for students who have already completed some coursework in statistics and are planning to take S-030 during the spring semester. The module provides a review of basic statistical concepts and is designed for students who need to refresh their skills before going on to more advanced courses. The module will review basic ideas of statistical inference and hypothesis testing, effect sizes, and analyzing categorical and continuous data, and it will introduce correlation and regression. There will be a series of assignments that will involve data analysis and interpretation of results.

Permission of instructor required. Enrollment is limited. Students who have taken S-012 should not take this course. Final enrollment decisions may be based on random selection. Enrollment procedures will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	foundational quantitative methods
HGSE: Competencies	analyze quantitative data
HGSE: Content	statistics
HGSE: Pedagogy	lecture
HGSE: Pedagogy	lab sessions

Education S011 Section: 01

Understanding Today's Educational Testing (180853)

Daniel Koretz

2017 Spring (4 Credits)

Schedule:

MW 1010 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Achievement testing is now a cornerstone of education policy. Testing is complex and is routinely misunderstood by educators, policymakers, and the media. This course provides the background students will need to understand test results and to use testing appropriately in their later work. It is designed for students with no statistical training and presents material conceptually rather than mathematically. The course has three main goals. First, it provides a context for understanding assessment results. For example, we will explore data on group differences in performance, trends in achievement in the United States, and international differences in achievement. Second, the course covers the essential concepts of measurement, such as reliability, validity, and bias. Third, the course discusses the application of these principles to a variety of current issues in education policy, such as high-stakes testing and testing students with special needs.

This is not a methods course and is not intended for doctoral students who may need to use measurement in their research or evaluate test results using technical criteria. Doctoral students for whom a methods course in measurement is not appropriate are encouraged to enroll in S-011.

Class Notes: Weekly, optional, 90-minute section.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Content	testing
HGSE: Content	psychology
HGSE: Content	student achievement
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	evaluation
HGSE: Content	system-level leadership
HGSE: Competencies	analyze quantitative data
HGSE: Content	accountability
HGSE: Content	assessment

Education S012 Section: 01

Empirical Methods: Introduction to Statistics for Research (180854)

Terrence Tivnan

2016 Fall (4 Credits)

Schedule:

TR 1130 AM - 1259 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course covers the basic principles of elementary statistics, providing a good foundation for students intending to do further course work and research involving the use of statistical analyses. Topics will include basic descriptive measures; sampling and sample size estimation; testing for differences between means, correlation, and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. There will be a heavy emphasis on applications of basic statistical concepts to a wide variety of problems encountered in educational and policy-related research. The focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research. The use of computer packages for assisting in data analysis will be emphasized throughout the course. There will be several take home assignments involving data analysis and reporting of research results.

Class Notes: Optional, weekly section on Friday, 1:00 - 2:29 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	experiential learning
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze quantitative data
HGSE: Content	statistics
HGSE: Content	foundational quantitative methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lab sessions

Education S012 Section: S01

Empirical Methods: Introduction to Statistics for Research (180854)

Terrence Tivnan

2016 Fall (4 Credits)

Schedule:

R 1200 PM - 1240 PM

Instructor Permissions: None**Enrollment Cap:**

0

This course covers the basic principles of elementary statistics, providing a good foundation for students intending to do further course work and research involving the use of statistical analyses. Topics will include basic descriptive measures; sampling and sample size estimation; testing for differences between means, correlation, and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. There will be a heavy emphasis on applications of basic statistical concepts to a wide variety of problems encountered in educational and policy-related research. The focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research. The use of computer packages for assisting in data analysis will be emphasized throughout the course. There will be several take home assignments involving data analysis and reporting of research results.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	statistics
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	descriptive statistics
HGSE: Content	foundational quantitative methods
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	lab sessions
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	create data visualizations

Education S012 Section: S02

Empirical Methods: Introduction to Statistics for Research (180854)

Terrence Tivnan

2016 Fall (4 Credits)

Schedule:

R 1245 PM - 0125 PM

Instructor Permissions: None**Enrollment Cap:**

0

This course covers the basic principles of elementary statistics, providing a good foundation for students intending to do further course work and research involving the use of statistical analyses. Topics will include basic descriptive measures; sampling and sample size estimation; testing for differences between means, correlation, and measures

of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. There will be a heavy emphasis on applications of basic statistical concepts to a wide variety of problems encountered in educational and policy-related research. The focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research. The use of computer packages for assisting in data analysis will be emphasized throughout the course. There will be several take home assignments involving data analysis and reporting of research results.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	experiential learning
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Competencies	use quantitative-research software
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lab sessions
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	create data visualizations

Education S022 Section: 01

Statistical Computing and Simulation-Based Analysis (180857)

Luke Miratrix

2017 Spring (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course teaches a synergetic blend of statistical computing and re-sampling (permutation and bootstrap) methods. Statistical computing allows more flexible investigation of data, such as generating customized visualizations and summarizations or custom-tailoring an analysis. Re-sampling methods can often allow for principled data analysis in circumstances where, for example, the parametric assumptions behind more traditional analyses such as linear regression are held in doubt or the sample sizes are too small for asymptotics to hold. They can also be used when ones estimands and estimators of interest are too complex for theoretical approximations. This course teaches how to program in R, a widely adopted statistical computing platform, and uses case studies and projects to give students hands-on experience. This is an applied course in that the goal is to learn contemporary methods that can immediately be applied to one's own work.

Prerequisites: S-040 or equivalent (linear regression and general statistical inference concepts) and at least one of the following: (1) a more advanced statistics course (e.g., S-052, possibly taken concurrently); (2) familiarity with formal mathematical argument (e.g., college-level linear algebra); (3) a programming course or experience in any programming language; and/or (4) a willingness to be thrown in the deep end for a learning experience.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S030 Section: 01

Intermediate Statistics: Applied Regression and Data Analysis (180858)

James Kim

2017 Spring (4 Credits)

Schedule:

MW 0830 AM - 0959 AM

Instructor Permissions: Instructor

Enrollment Cap:

75

Are scores on high stakes tests primarily a function of socioeconomic status? Do mandatory seat belt laws save lives? In this course, students will learn how to use a set of quantitative methods referred to as the general linear model--regression, correlation, analysis of variance, and analysis of covariance--to address these and other questions that arise in educational, psychological, and social research. The course strategy will be to learn statistical analysis by doing statistical analysis. During the semester, students will address a variety of substantive research questions by analyzing dozens of data sets and fitting increasingly sophisticated regression models.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	make a presentation
HGSE: Content	statistics
HGSE: Pedagogy	lab sessions
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations
HGSE: Content	foundational quantitative methods
HGSE: Content	data analysis
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S032A1 Section: 01

Accumulating Evidence:How to Conduct a Quantitative Rsch Synthesis that Informs Ed Pol & Practice I (180862)

James Kim

2016 Fall (2 Credits)

Schedule:

T 0830 AM - 1129 AM

Instructor Permissions: Instructor

Enrollment Cap:

10

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this course is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice.

Permission of instructor required. Enrollment is limited to 20 students. Prerequisite: prior completion of S-030 or equivalent.

Class Notes:

Class meets September 6, 13, 20, 27, October 4, and 11.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S032A1 Section: S01

Accumulating Evidence:How to Conduct a Quantitative Rsch Synthesis that Informs Ed Pol & Practice I (180862)

James Kim

2016 Fall (2 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this course is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice.

Permission of instructor required. Enrollment is limited to 20 students. Prerequisite: prior completion of S-030 or equivalent.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S032A1 Section: S02

Accumulating Evidence:How to Conduct a Quantitative Rsch Synthesis that Informs Ed Pol & Practice I (180862)

James Kim

2016 Fall (2 Credits)

Schedule: R 0945 AM - 1025 AM

Instructor Permissions: Instructor **Enrollment Cap:** 0

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this course is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice.

Permission of instructor required. Enrollment is limited to 20 students. Prerequisite: prior completion of S-030 or equivalent.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S032A2 Section: 01

Accumulating Evidence:How to Conduct a Quantitative Rsch Synthesis That Informs Ed Policy&Practice 2 (180863)

James Kim

2016 Fall (2 Credits)

Schedule: T 0830 AM - 1129 AM

Instructor Permissions: Instructor **Enrollment Cap:** 10

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this course is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice.

Permission of instructor required. Prerequisites: successful completion of S-032A1 and concurrent enrollment in or prior completion of S-030, S-040, or equivalent.

Class Notes: Class meets October 18, 25, November 1, 8, 15, 22, and 29.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S032A2 Section: S01

Accumulating Evidence:How to Conduct a Quantitative Rsch Synthesis That Informs Ed Policy&Practice 2 (180863)

James Kim

2016 Fall (2 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this course is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice.

Permission of instructor required. Prerequisites: successful completion of S-032A1 and concurrent enrollment in or prior completion of S-030, S-040, or equivalent.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S032A2 Section: S02

Accumulating Evidence:How to Conduct a Quantitative Rsch Synthesis That Informs Ed Policy&Practice 2 (180863)

James Kim

2016 Fall (2 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this course is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice.

Permission of instructor required. Prerequisites: successful completion of S-032A1 and concurrent enrollment in or prior completion of S-030, S-040, or equivalent.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S040 Section: 01

Introduction to Applied Data Analysis (180864)

Hadas Eidelman
 Joseph McIntyre
 Michael Tutwiler

2016 Fall (4 Credits)

Schedule:

TR 1130 AM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap:

90

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or thoughtfully manage and appraise the analyses of others. This course will cover the basic principles of quantitative data analysis and is comparable in content to the full-year S-012/S-030 course sequence in applied regression and data analysis. Students will examine real data gathered to address questions in educational, psychological, and social research settings, becoming acquainted with basic descriptive statistics, tabular and graphical methods for displaying data, the notion of statistical inference, and analytic methods for exploring relationships with both categorical and continuous measures. These topics together will provide students with a solid foundation for addressing research questions through statistical modeling using simple and multiple linear regression. There will be an emphasis on applying the statistical concepts learned in this course--in particular, how to: (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the techniques to work appropriately; (4) interpret analytic results; (5) summarize the findings in a cogent manner; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses (using Stata) will be an integral part of the course. There will be several problem sets involving the core concepts covered in class as well as several take-home assignments and a final project involving data analysis and the interpretation and reporting of research results.

Permission of instructors required. Enrollment is limited to 90. No prior data analytic experience is required, but a working knowledge of basic algebra (GRE-level mathematics) is assumed, and some previous exposure to introductory statistics is advantageous. Recommended for most first-year Ph.D. students and any Ed.M. students wishing to enroll in a spring semester course that requires S-030 or S-040 as a prerequisite, such as S-052 or A-164. Please consult with the instructors if you have any questions about whether S-040 is right for you. Enrollment procedures will be posted on the course website.

Class Notes: Required, weekly, 90-minute section.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	lecture
HGSE: Competencies	create data visualizations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	foundational quantitative methods
HGSE: Content	descriptive statistics
HGSE: Content	research methods
HGSE: Competencies	collaborate
HGSE: Competencies	write a research/analytic paper
HGSE: Content	data analysis
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	lab sessions
HGSE: Content	statistics
HGSE: Pedagogy	problem sets

Education S040 Section: S01

Introduction to Applied Data Analysis (180864)

Hadas Eidelman

2016 Fall (4 Credits)

Schedule:

R 1200 PM - 1240 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or thoughtfully manage and appraise the analyses of others. This course will cover the basic principles of quantitative data analysis and is comparable in content to the full-year S-012/S-030 course sequence in applied regression and data analysis. Students will examine real data gathered to address questions in educational, psychological, and social research settings, becoming acquainted with basic descriptive statistics, tabular and graphical methods for displaying data, the notion of statistical inference, and analytic methods for exploring relationships with both categorical and continuous measures. These topics together will provide students with a solid foundation for addressing research questions through statistical modeling using simple and multiple linear regression. There will be an emphasis on applying the statistical concepts learned in this course--in particular, how to: (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the techniques to work appropriately; (4) interpret analytic results; (5) summarize the findings in a cogent manner; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses (using Stata) will be an integral part of the course. There will be several problem sets involving the core concepts covered in class as well as several take-home assignments and a final project involving data analysis and the interpretation and reporting of research results.

Permission of instructors required. Enrollment is limited to 90. No prior data analytic experience is required, but a working knowledge of basic algebra (GRE-level mathematics) is assumed, and some previous exposure to introductory statistics is advantageous. Recommended for most first-year Ph.D. students and any Ed.M. students wishing to enroll in a spring semester course that requires S-030 or S-040 as a prerequisite, such as S-052 or A-164. Please consult with the instructors if you have any questions about whether S-040 is right for you. Enrollment procedures will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	foundational quantitative methods
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	team-based learning
HGSE: Content	statistics
HGSE: Pedagogy	lab sessions
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	collaborate
HGSE: Content	data analysis
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Competencies	use quantitative-research software
HGSE: Content	research methods

Education S040 Section: S02

Introduction to Applied Data Analysis (180864)

Hadas Eidelman

2016 Fall (4 Credits)

Schedule:

R 1245 PM - 0125 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or thoughtfully manage and appraise the analyses of others. This course will

cover the basic principles of quantitative data analysis and is comparable in content to the full-year S-012/S-030 course sequence in applied regression and data analysis. Students will examine real data gathered to address questions in educational, psychological, and social research settings, becoming acquainted with basic descriptive statistics, tabular and graphical methods for displaying data, the notion of statistical inference, and analytic methods for exploring relationships with both categorical and continuous measures. These topics together will provide students with a solid foundation for addressing research questions through statistical modeling using simple and multiple linear regression. There will be an emphasis on applying the statistical concepts learned in this course--in particular, how to: (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the techniques to work appropriately; (4) interpret analytic results; (5) summarize the findings in a cogent manner; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses (using Stata) will be an integral part of the course. There will be several problem sets involving the core concepts covered in class as well as several take-home assignments and a final project involving data analysis and the interpretation and reporting of research results.

Permission of instructors required. Enrollment is limited to 90. No prior data analytic experience is required, but a working knowledge of basic algebra (GRE-level mathematics) is assumed, and some previous exposure to introductory statistics is advantageous. Recommended for most first-year Ph.D. students and any Ed.M. students wishing to enroll in a spring semester course that requires S-030 or S-040 as a prerequisite, such as S-052 or A-164. Please consult with the instructors if you have any questions about whether S-040 is right for you. Enrollment procedures will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	lab sessions
HGSE: Competencies	write a research/analytic paper
HGSE: Content	data analysis
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Content	descriptive statistics
HGSE: Competencies	collaborate
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	team-based learning
HGSE: Content	statistics
HGSE: Content	foundational quantitative methods
HGSE: Competencies	use quantitative-research software

Education S043 Section: 01

Multilevel and Longitudinal Models (180865)

Luke Miratrix

2016 Fall (4 Credits)

Schedule: TR 1130 AM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap: 25

Data often have structure that needs to be modeled explicitly. For example, when investigating students' outcomes we need to account for the fact that students are nested inside classes that are in turn nested inside schools. If we are watching students develop over time, we need to account for the dependence of measurements across time. If we do not, our inferences will tend to be overly optimistic and wrong. The course provides an overall framework, the multilevel and generalized multilevel (hierarchical) model, for thinking about and analyzing these forms of data. We will focus on specific versions of these tools for the most common forms of longitudinal and clustered data. This course will focus on applied work, using real data sets and the statistical software R. R will be specifically taught

and supported. While the primary focus will be on the linear model with continuous outcomes (i.e., the classic regression framework) we will also discuss binary, categorical, and ordinal outcomes. We will emphasize how to think about the applicability of these methods, how they might fail, and what one might do to protect oneself in such circumstances. Applications of hierarchical (multi-level) models will include the canonical specific cases of random-slope, random-intercept, mixed effect, crossed effect, marginal, and growth-curve models.

Permission of instructor required. Prerequisites: S-052, Stat 139, or an equivalent. Jointly offered in the Faculty of Arts and Sciences as Stat 151.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	write a research article
HGSE: Content	data analysis
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	analyze arguments
HGSE: Content	statistics
HGSE: Content	advanced quantitative methods
HGSE: Competencies	code scripts/software
HGSE: Content	descriptive statistics
HGSE: Competencies	make a presentation
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop research questions

Education S043 Section: S01

Multilevel and Longitudinal Models (180865)

Luke Miratrix

2016 Fall (4 Credits)

Schedule:

R 1200 PM - 1240 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Data often have structure that needs to be modeled explicitly. For example, when investigating students' outcomes we need to account for the fact that students are nested inside classes that are in turn nested inside schools. If we are watching students develop over time, we need to account for the dependence of measurements across time. If we do not, our inferences will tend to be overly optimistic and wrong. The course provides an overall framework, the multilevel and generalized multilevel (hierarchical) model, for thinking about and analyzing these forms of data. We will focus on specific versions of these tools for the most common forms of longitudinal and clustered data. This course will focus on applied work, using real data sets and the statistical software R. R will be specifically taught and supported. While the primary focus will be on the linear model with continuous outcomes (i.e., the classic regression framework) we will also discuss binary, categorical, and ordinal outcomes. We will emphasize how to think about the applicability of these methods, how they might fail, and what one might do to protect oneself in such circumstances. Applications of hierarchical (multi-level) models will include the canonical specific cases of random-slope, random-intercept, mixed effect, crossed effect, marginal, and growth-curve models.

Permission of instructor required. Prerequisites: S-052, Stat 139, or an equivalent. Jointly offered in the Faculty of

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	develop research questions
HGSE: Pedagogy	lab sessions
HGSE: Content	statistics
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	problem sets
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	socratic discussion
HGSE: Content	research methods
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Content	advanced quantitative methods
HGSE: Competencies	write a research article
HGSE: Content	data analysis
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	code scripts/software
HGSE: Content	descriptive statistics
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion

Education S043 Section: S02

Multilevel and Longitudinal Models (180865)

Luke Miratrix

2016 Fall (4 Credits)

Schedule:

R 1245 PM - 0125 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Data often have structure that needs to be modeled explicitly. For example, when investigating students' outcomes we need to account for the fact that students are nested inside classes that are in turn nested inside schools. If we are watching students develop over time, we need to account for the dependence of measurements across time. If we do not, our inferences will tend to be overly optimistic and wrong. The course provides an overall framework, the multilevel and generalized multilevel (hierarchical) model, for thinking about and analyzing these forms of data. We will focus on specific versions of these tools for the most common forms of longitudinal and clustered data. This course will focus on applied work, using real data sets and the statistical software R. R will be specifically taught and supported. While the primary focus will be on the linear model with continuous outcomes (i.e., the classic regression framework) we will also discuss binary, categorical, and ordinal outcomes. We will emphasize how to think about the applicability of these methods, how they might fail, and what one might do to protect oneself in such circumstances. Applications of hierarchical (multi-level) models will include the canonical specific cases of random-slope, random-intercept, mixed effect, crossed effect, marginal, and growth-curve models.

Permissison of instructor required. Prerequisites: S-052, Stat 139, or an equivalent. Jointly offered in the Faculty of Arts and Sciences as Stat 151.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Competencies	code scripts/software
HGSE: Content	descriptive statistics

HGSE: Pedagogy	lecture
HGSE: Pedagogy	lab sessions
HGSE: Competencies	analyze quantitative data
HGSE: Content	data analysis
HGSE: Pedagogy	socratic discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	advanced quantitative methods
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze arguments
HGSE: Content	statistics
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	small-group discussion
HGSE: Content	research methods
HGSE: Competencies	write a research article
HGSE: Pedagogy	problem sets
HGSE: Competencies	make a presentation
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning

Education S052 Section: 01

Applied Data Analysis (180866)

Andrew Ho

2017 Spring (4 Credits)

Schedule:

TR 1000 AM - 1129 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is designed for those who want to extend their data analytic skills beyond a basic knowledge of multiple regression analysis and who want to communicate their findings clearly to audiences of researchers, scholars, and policymakers. The course contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess in order to perform sensible analyses of complex educational, psychological, and social data. Topics in the course include more extensive use of transformations in regression analysis, influence statistics, building and comparing taxonomies of regression models, general linear hypothesis testing, logistic regression analysis, multilevel modeling, and principal components analysis, and introductions to survival analysis, generalized linear modeling, cluster analysis, and measurement theory. S-052 is an applied course that offers conceptual explanations of statistical techniques, along with opportunities to examine, implement, and practice them in real data. Because the course will feature the intensive use of Stata statistical software in all data analyses, learning the computer skills necessary to conduct these kinds of analyses, and the communication skills to discuss them, is an integral part of the course. Attendance at one of two weekly sections is required.

Prerequisites: successful completion of S-040 (B+ or better allowed, A- or A recommended) or an equivalent course or courses that include 10 or more full hours of class time on multiple regression and its direct extensions. Students who do not meet the prerequisite should consider S-030.

Class Notes: Required, 90-minute sections.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Pedagogy	team-based learning
HGSE: Content	research methods
HGSE: Content	advanced quantitative methods
HGSE: Content	data analysis
HGSE: Content	causal reasoning
HGSE: Pedagogy	lab sessions

All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	foundational quantitative methods
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations
HGSE: Competencies	write a research article
HGSE: Competencies	collaborate
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions

Education S061A1 Section: 01

Statistical and Psychometric Methods for Educational Measurement (Part I) (180871)

Andrew Ho

2016 Fall (2 Credits)

Schedule:

MW 1000 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

25

This is the first of two sequential modules on quantitative methods for educational measurement. Students will learn and apply techniques essential for the design and analysis of educational and psychological assessments, including reliability, generalizability theory, validation, differential item functioning, item response theory, scaling, linking, standard setting, and adjustments for measurement error. Contexts of assessments include small-scale educational and psychological assessments for targeted research studies as well as large-scale district, state, and national assessments for formative, summative, and evaluative purposes. In this first module, the emphasis will be on learning and applying methods in class and through completion of data analytic assignments. In the second module, S-061A2, which students are required to enroll in subsequently, methods training will continue, with greater emphasis on reading and critiquing recent research in educational measurement and the development of a research proposal that has promise for advancing the field.

Permission of instructor required. Prerequisites: S-052 or at least two semesters of applied statistics that includes, at a minimum, estimation and interpretation of logistic regression coefficients with software and in context. Enrollment in S-061A2 in the same semester is required. This course complements S-043 and S-090, and students may enroll in these courses in any order. Students who do not meet the prerequisite may enroll instead in S-011, which provides a nontechnical introduction to educational measurement.

Class Notes:

Class meets September 5, 7, 12, 14, 19, 21, 26, 28, October 3, 5, and 12.
There will be an optional 90-minute section every other week.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Content	statistics
HGSE: Content	assessment
HGSE: Content	advanced quantitative methods
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	team-based learning
HGSE: Content	descriptive statistics
HGSE: Content	student achievement
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Competencies	design a survey instrument

HGSE: Content	data analysis
HGSE: Content	testing
HGSE: Content	accountability
HGSE: Pedagogy	lab sessions

Education S061A1 Section: S01

Statistical and Psychometric Methods for Educational Measurement (Part I) (180871)

Andrew Ho

2016 Fall (2 Credits)

Schedule:

R 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This is the first of two sequential modules on quantitative methods for educational measurement. Students will learn and apply techniques essential for the design and analysis of educational and psychological assessments, including reliability, generalizability theory, validation, differential item functioning, item response theory, scaling, linking, standard setting, and adjustments for measurement error. Contexts of assessments include small-scale educational and psychological assessments for targeted research studies as well as large-scale district, state, and national assessments for formative, summative, and evaluative purposes. In this first module, the emphasis will be on learning and applying methods in class and through completion of data analytic assignments. In the second module, S-061A2, which students are required to enroll in subsequently, methods training will continue, with greater emphasis on reading and critiquing recent research in educational measurement and the development of a research proposal that has promise for advancing the field.

Permission of instructor required. Prerequisites: S-052 or at least two semesters of applied statistics that includes, at a minimum, estimation and interpretation of logistic regression coefficients with software and in context.

Enrollment in S-061A2 in the same semester is required. This course complements S-043 and S-090, and students may enroll in these courses in any order. Students who do not meet the prerequisite may enroll instead in S-011, which provides a nontechnical introduction to educational measurement.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	student achievement
HGSE: Competencies	design a survey instrument
HGSE: Competencies	use quantitative-research software
HGSE: Content	testing
HGSE: Content	accountability
HGSE: Content	data analysis
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	team-based learning
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	assessment
HGSE: Competencies	develop research questions
HGSE: Pedagogy	problem sets
HGSE: Competencies	analyze quantitative data
HGSE: Content	advanced quantitative methods
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Content	research methods

Education S061A1 Section: S02

Statistical and Psychometric Methods for Educational Measurement (Part I) (180871)

Andrew Ho

2016 Fall (2 Credits)

Schedule:

R 0215 PM - 0255 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This is the first of two sequential modules on quantitative methods for educational measurement. Students will learn and apply techniques essential for the design and analysis of educational and psychological assessments, including reliability, generalizability theory, validation, differential item functioning, item response theory, scaling, linking, standard setting, and adjustments for measurement error. Contexts of assessments include small-scale educational and psychological assessments for targeted research studies as well as large-scale district, state, and national assessments for formative, summative, and evaluative purposes. In this first module, the emphasis will be on learning and applying methods in class and through completion of data analytic assignments. In the second module, S-061A2, which students are required to enroll in subsequently, methods training will continue, with greater emphasis on reading and critiquing recent research in educational measurement and the development of a research proposal that has promise for advancing the field.

Permission of instructor required. Prerequisites: S-052 or at least two semesters of applied statistics that includes, at a minimum, estimation and interpretation of logistic regression coefficients with software and in context.

Enrollment in S-061A2 in the same semester is required. This course complements S-043 and S-090, and students may enroll in these courses in any order. Students who do not meet the prerequisite may enroll instead in S-011, which provides a nontechnical introduction to educational measurement.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Content	testing
HGSE: Content	descriptive statistics
HGSE: Competencies	create data visualizations
HGSE: Content	accountability
HGSE: Competencies	use quantitative-research software
HGSE: Content	data analysis
HGSE: Content	statistics
HGSE: Content	advanced quantitative methods
HGSE: Competencies	design a survey instrument
HGSE: Pedagogy	lab sessions
HGSE: Content	student achievement
HGSE: Content	assessment
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning

Education S061A2 Section: 01

Statistical and Psychometric Methods for Educational Measurement (Part II) (180872)

Andrew Ho

2016 Fall (2 Credits)

Schedule:

MW 1000 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

20

This is the second of two sequential modules on quantitative methods for educational measurement. Students will continue their training in psychometric and statistical methods of measurement, with greater emphasis on understanding and critiquing recent research, as well as the development of an individual research proposal that has promise for advancing the field. Training will continue in reliability, generalizability theory, validation, differential

item functioning, item response theory, scaling, linking, standard setting, and adjustments for measurement error. Contexts of assessment include small-scale educational and psychological assessments for targeted research studies as well as large-scale district, state, and national assessments for formative, summative, and evaluative purposes. Students are strongly encouraged to bring their own score-level or item-level data. In the preceding module, S-061A1, which is a prerequisite, students will have learned and applied methods in class and through completion of data analytic assignments. In this second module, students will complete assignments, participate in class discussions about current research in educational measurement, and develop their own research proposal, which they will present at the end of the semester.

Permission of instructor required. Prerequisites: S-061A1 in the same semester or a previous version of S-061A2. This course complements S-043 and S-090, and students may enroll in these courses in any order. Students who do not meet the prerequisite may enroll instead in S-011, which provides a nontechnical introduction to educational measurement.

Class Notes: Class meets October 17, 19, 24, 26, November 2, 7, 9, 14, 16, 21, 23, 28, and 30. Extra two classes will be held for presentations.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	descriptive statistics
HGSE: Content	assessment
HGSE: Content	student achievement
HGSE: Content	advanced quantitative methods
HGSE: Competencies	design a survey instrument
HGSE: Competencies	write a research article
HGSE: Content	accountability
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Content	testing
HGSE: Competencies	write a research proposal
HGSE: Competencies	write a research/analytic paper
HGSE: Content	research methods
HGSE: Pedagogy	research project
HGSE: Content	statistics
HGSE: Pedagogy	lab sessions
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	lecture

Education S061A2 Section: S01

Statistical and Psychometric Methods for Educational Measurement (Part II) (180872)

Andrew Ho

2016 Fall (2 Credits)

Schedule: R 0300 PM - 0340 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

This is the second of two sequential modules on quantitative methods for educational measurement. Students will continue their training in psychometric and statistical methods of measurement, with greater emphasis on understanding and critiquing recent research, as well as the development of an individual research proposal that has promise for advancing the field. Training will continue in reliability, generalizability theory, validation, differential item functioning, item response theory, scaling, linking, standard setting, and adjustments for measurement error. Contexts of assessment include small-scale educational and psychological assessments for targeted research studies as well as large-scale district, state, and national assessments for formative, summative, and evaluative

purposes. Students are strongly encouraged to bring their own score-level or item-level data. In the preceding module, S-061A1, which is a prerequisite, students will have learned and applied methods in class and through completion of data analytic assignments. In this second module, students will complete assignments, participate in class discussions about current research in educational measurement, and develop their own research proposal, which they will present at the end of the semester.

Permission of instructor required. Prerequisites: S-061A1 in the same semester or a previous version of S-061A2. This course complements S-043 and S-090, and students may enroll in these courses in any order. Students who do not meet the prerequisite may enroll instead in S-011, which provides a nontechnical introduction to educational measurement.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	develop research questions
HGSE: Content	testing
HGSE: Pedagogy	lecture
HGSE: Pedagogy	lab sessions
HGSE: Content	accountability
HGSE: Pedagogy	research project
HGSE: Content	student achievement
HGSE: Content	statistics
HGSE: Content	assessment
HGSE: Competencies	write a research article
HGSE: Competencies	write a research proposal
HGSE: Content	advanced quantitative methods
HGSE: Content	research methods
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	descriptive statistics
HGSE: Competencies	design a survey instrument
HGSE: Competencies	use quantitative-research software

Education S061A2 Section: S02

Statistical and Psychometric Methods for Educational Measurement (Part II) (180872)

Andrew Ho

2016 Fall (2 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This is the second of two sequential modules on quantitative methods for educational measurement. Students will continue their training in psychometric and statistical methods of measurement, with greater emphasis on understanding and critiquing recent research, as well as the development of an individual research proposal that has promise for advancing the field. Training will continue in reliability, generalizability theory, validation, differential item functioning, item response theory, scaling, linking, standard setting, and adjustments for measurement error. Contexts of assessment include small-scale educational and psychological assessments for targeted research studies as well as large-scale district, state, and national assessments for formative, summative, and evaluative purposes. Students are strongly encouraged to bring their own score-level or item-level data. In the preceding module, S-061A1, which is a prerequisite, students will have learned and applied methods in class and through completion of data analytic assignments. In this second module, students will complete assignments, participate in class discussions about current research in educational measurement, and develop their own research proposal, which they will present at the end of the semester.

Permission of instructor required. Prerequisites: S-061A1 in the same semester or a previous version of S-061A2.

This course complements S-043 and S-090, and students may enroll in these courses in any order. Students who do not meet the prerequisite may enroll instead in S-011, which provides a nontechnical introduction to educational measurement.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a survey instrument
HGSE: Competencies	develop research questions
HGSE: Pedagogy	lecture
HGSE: Pedagogy	lab sessions
HGSE: Content	advanced quantitative methods
HGSE: Content	testing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods
HGSE: Content	assessment
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	write a research article
HGSE: Content	accountability
HGSE: Content	student achievement
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	write a research proposal
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Pedagogy	research project
HGSE: Pedagogy	project-based learning

Education S063 Section: 01

The Views Youth Express about the Socio-digital World: Qualitative Thematic Analyses Practicum (180873)

Robert Selman

2016 Fall (4 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

16

Without the inclusion of a well-grounded experiential component in which students participate in the actual hands-on practice with data relevant to their own personal interests, it is very difficult to meaningfully learn qualitative methods of analysis. This qualitative method course uses developmental (etic) and cultural (emic) conceptual frameworks to guide us through the thematic analyses of youth perspectives on the intertwined social, moral, cultural, historical, digital, and/or civic events and experiences that effect their lives. Students will either bring their own relevant data set to the course, or be provided access to a range of previously curated sets of data on substantive topical areas where youth express their points of views such as: (1) the uses and abuses of digital technology in school (2) social justice and injustice in the United States and elsewhere; (3) comparative viewpoints of (Chinese and American) youth on how to treat newcomers from other cultural backgrounds, i.e., with different traditions, languages, dialects, topolects, etc.; (4) high school students' understanding/deep comprehension of what it is like to be a teenager growing up in historical times of intense and violent intergroup conflict (5) on-line social network conversations among youth about the stresses and strains of their social and academic life; and, (6) social issues as they are portrayed through stories of courage and compassion told both in text and through dramatic arts.

Permission of instructor required. Enrollment limited to 16. No prerequisites; a basic background in social science research is desirable. Active participation in the form of a presentation in the school-wide Student Research Conference, held each Spring, is optional. Enrollment procedures will be posted on the course website. In addition, topics curated for 2016, and an indepth experiential description of the course scope and sequence, will be posted on the course website prior to orientation, in mid August.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collect qualitative data
HGSE: Competencies	use quantitative-research software
HGSE: Content	civic engagement
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	use qualitative-research software
HGSE: Content	research methods
HGSE: Competencies	develop research questions
HGSE: Pedagogy	research project
HGSE: Content	community
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research proposal

Education S063 Section: S01

The Views Youth Express about the Socio-digital World: Qualitative Thematic Analyses Practicum (180873)

Robert Selman

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Without the inclusion of a well-grounded experiential component in which students participate in the actual hands-on practice with data relevant to their own personal interests, it is very difficult to meaningfully learn qualitative methods of analysis. This qualitative method course uses developmental (etic) and cultural (emic) conceptual frameworks to guide us through the thematic analyses of youth perspectives on the intertwined social, moral, cultural, historical, digital, and/or civic events and experiences that effect their lives. Students will either bring their own relevant data set to the course, or be provided access to a range of previously curated sets of data on substantive topical areas where youth express their points of views such as: (1) the uses and abuses of digital technology in school (2) social justice and injustice in the United States and elsewhere; (3) comparative viewpoints of (Chinese and American) youth on how to treat newcomers from other cultural backgrounds, i.e., with different traditions, languages, dialects, topolects, etc.; (4) high school students' understanding/deep comprehension of what it is like to be a teenager growing up in historical times of intense and violent intergroup conflict (5) on-line social network conversations among youth about the stresses and strains of their social and academic life; and, (6) social issues as they are portrayed through stories of courage and compassion told both in text and through dramatic arts.

Permission of instructor required. Enrollment limited to 16. No prerequisites; a basic background in social science research is desirable. Active participation in the form of a presentation in the school-wide Student Research Conference, held each Spring, is optional. Enrollment procedures will be posted on the course website. In addition, topics curated for 2016, and an indepth experiential description of the course scope and sequence, will be posted on the course website prior to orientation, in mid August.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software
HGSE: Content	civic engagement
HGSE: Pedagogy	research project
HGSE: Content	community
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Content	research methods
HGSE: Pedagogy	peer learning

HGSE: Competencies	write a research proposal
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	use qualitative-research software

Education S063 Section: S02

The Views Youth Express about the Socio-digital World: Qualitative Thematic Analyses Practicum (180873)

Robert Selman

2016 Fall (4 Credits)

Schedule:

W 0945 AM - 1025 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

Without the inclusion of a well-grounded experiential component in which students participate in the actual hands-on practice with data relevant to their own personal interests, it is very difficult to meaningfully learn qualitative methods of analysis. This qualitative method course uses developmental (etic) and cultural (emic) conceptual frameworks to guide us through the thematic analyses of youth perspectives on the intertwined social, moral, cultural, historical, digital, and/or civic events and experiences that effect their lives. Students will either bring their own relevant data set to the course, or be provided access to a range of previously curated sets of data on substantive topical areas where youth express their points of views such as: (1) the uses and abuses of digital technology in school (2) social justice and injustice in the United States and elsewhere; (3) comparative viewpoints of (Chinese and American) youth on how to treat newcomers from other cultural backgrounds, i.e., with different traditions, languages, dialects, topolects, etc.; (4) high school students' understanding/deep comprehension of what it is like to be a teenager growing up in historical times of intense and violent intergroup conflict (5) on-line social network conversations among youth about the stresses and strains of their social and academic life; and, (6) social issues as they are portrayed through stories of courage and compassion told both in text and through dramatic arts.

Permission of instructor required. Enrollment limited to 16. No prerequisites; a basic background in social science research is desirable. Active participation in the form of a presentation in the school-wide Student Research Conference, held each Spring, is optional. Enrollment procedures will be posted on the course website. In addition, topics curated for 2016, and an indepth experiential description of the course scope and sequence, will be posted on the course website prior to orientation, in mid August.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	peer learning
HGSE: Content	community
HGSE: Competencies	use qualitative-research software
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research proposal
HGSE: Content	research methods
HGSE: Competencies	use quantitative-research software
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Pedagogy	research project
HGSE: Competencies	collect qualitative data
HGSE: Content	civic engagement
HGSE: Pedagogy	field-based visit(s)

Education S071 Section: 01

Doctoral Workshop on the Analysis of Complex Data (203623)

Luke Miratrix

2017 Spring (4 Credits)

Schedule:

W 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

(New course.) The use of statistical tools in education and the social sciences is benefitting from new technologies, increased computational power, and innovative approaches to solving analytic problems. At the same time, these advancements have opened the door to types of data and a volume of data not easily tackled using classic approaches. This workshop is dedicated to learning the statistical methodology relevant for those areas where the classic methods fall short. Building our coursework around students' own research puzzles and questions, we will investigate and apply viable solutions to challenges faced by empirical researchers in education and related fields. Specific topics that may be covered include text as data, social network data, missing data, event log data (such as from tracking the use of software), complex survey weights, censored data, and semi-structured data (such as from discussion forums). The course combines individual and small-group coaching and consultation with whole-group seminar-style discussion of promising solutions to research challenges encountered by members of the seminar.

Permission of instructor required. Intended for doctoral students who are working on their own research projects, whether for the qualifying paper, the dissertation, or another purpose. Prerequisites: familiarity with statistical programming and core statistical concepts; S-052 (or equivalent), and one additional quantitative course beyond the level of S-052; comfort with at least one statistical programming language (R is encouraged but not required). Students must have a data set of interest to use in the course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S090A1 Section: 01

Latent Variable Analysis (Part I): Structural Equation Modeling (180880)

Dana McCoy

2017 Spring (2 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

32

This course introduces students to the core methods of structural equation modeling (SEM), a class of statistical analysis that flexibly handles complex relationships between and amongst latent and observed variables. In addition to exploring the basic tenants of SEM and how it differs from other regression approaches, topics to be covered in this course include path analysis, mediation, exploratory and confirmatory factor analysis, and assessment and comparison of model fit. As this is an introductory course, there will be a primary focus on non-nested, cross-sectional, continuous variables. Emphasis of this course will be on the practical applications of SEM and latent variable techniques to address relevant questions in education, human development, and the social sciences more broadly. Course lectures, readings, and assignments will reflect this applied focus, and will help students to develop appropriate analytic plans and interpret results in addition to teaching them how to conduct analyses using Stata (and, as appropriate, Mplus) software.

Permission of instructor required. Enrollment is limited. Prerequisites: S-052 or at least two semesters of applied statistics. Enrollment in S-090A2 in the same semester is optional. This course complements S-043 and S-061, and students may enroll in these courses in any order.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	advanced quantitative methods
HGSE: Competencies	develop research questions

HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	problem sets
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	write a research article
HGSE: Content	data analysis
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Content	assessment
HGSE: Pedagogy	peer learning
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze arguments

Education S090A2 Section: 01

Latent Variable Analysis (Part II): Applied Workshop in Structural Equation Modeling (180881)

Dana McCoy

2017 Spring (2 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

The Applied Workshop in Structural Equation Modeling (SEM) is designed as an opportunity for students to apply the methods learned in S-090A1 to their own data in a structured and supportive way. At the end of the course, the aim is for students to have completed the methods and results sections of a publishable empirical paper using at least one SEM approach. To achieve this goal, the course will be structured as a series of small group meetings that will help students to develop their research question(s), identify appropriate statistical methods, apply these methods using Stata (or, as appropriate, Mplus), describe the results of analysis and their underlying assumptions, and answer the research questions using substantive interpretation. Special topic lectures and published article critiques will also be used to deepen students' knowledge.

Permission of instructor is required. Enrollment is limited. Prerequisites: S-090A1. Students in this workshop are required to have their own dataset ready for analysis prior to the start of the course.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	assessment
HGSE: Competencies	develop research questions
HGSE: Content	statistics
HGSE: Content	data analysis
HGSE: Pedagogy	research project
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	create data visualizations
HGSE: Content	advanced quantitative methods
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods
HGSE: Competencies	analyze arguments
HGSE: Content	descriptive statistics
HGSE: Competencies	write a research article
HGSE: Pedagogy	project-based learning

Education S105 Section: 01

Philosophy of Education (180883)

Catherine Elgin

2016 Fall (4 Credits)

Schedule:

T 0830 AM - 1129 AM

Instructor Permissions: None

Enrollment Cap:

n/a

What is education? What are its goals? Why is education of value? Are these questions that can be settled once and for all, or do their answers depend on historical and cultural factors? In an effort to answer these questions, we will study works of philosophers such as Plato, Rousseau, Wollstonecraft, Du Bois, Washington, and Dewey. Two papers are required.

No prerequisites; no previous work in philosophy is required. Open to any student who wants to think seriously about the fundamental nature and purposes of education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Content	arts
HGSE: Content	philosophy

Education S105 Section: S01

Philosophy of Education (180883)

Catherine Elgin

2016 Fall (4 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap:

0

What is education? What are its goals? Why is education of value? Are these questions that can be settled once and for all, or do their answers depend on historical and cultural factors? In an effort to answer these questions, we will study works of philosophers such as Plato, Rousseau, Wollstonecraft, Du Bois, Washington, and Dewey. Two papers are required.

No prerequisites; no previous work in philosophy is required. Open to any student who wants to think seriously about the fundamental nature and purposes of education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Content	arts
HGSE: Content	philosophy
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S105 Section: S02

Philosophy of Education (180883)

Catherine Elgin

2016 Fall (4 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: None

Enrollment Cap:

0

What is education? What are its goals? Why is education of value? Are these questions that can be settled once and for all, or do their answers depend on historical and cultural factors? In an effort to answer these questions, we will study works of philosophers such as Plato, Rousseau, Wollstonecraft, Du Bois, Washington, and Dewey. Two

papers are required.

No prerequisites; no previous work in philosophy is required. Open to any student who wants to think seriously about the fundamental nature and purposes of education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Content	arts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	philosophy

Education S121 Section: 01

Art and Understanding (180887)

Catherine Elgin

2016 Fall (4 Credits)

Schedule:

M 0800 AM - 0959 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This seminar is a philosophical inquiry into the relationship between art and understanding. Art is typically indifferent to literal truth. Works of fiction are literally false. Works in the nonverbal arts are strictly neither true nor false. Yet people claim that they learn from the arts, that they see things more clearly and understand them better as a result of our encounters with art. What--if anything--justifies such claims? To answer this question requires investigating both the nature and functions of art and the nature and functions of understanding. Two papers are required.

Prerequisites: Although no previous experience with philosophy is required, students should be interested in thinking deeply about how and why one engages with the arts.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	arts
HGSE: Content	philosophy

Education S121 Section: S01

Art and Understanding (180887)

Catherine Elgin

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap:

0

This seminar is a philosophical inquiry into the relationship between art and understanding. Art is typically indifferent to literal truth. Works of fiction are literally false. Works in the nonverbal arts are strictly neither true nor false. Yet people claim that they learn from the arts, that they see things more clearly and understand them better as a result of our encounters with art. What--if anything--justifies such claims? To answer this question requires investigating both the nature and functions of art and the nature and functions of understanding. Two papers are required.

Prerequisites: Although no previous experience with philosophy is required, students should be interested in thinking deeply about how and why one engages with the arts.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	arts
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	philosophy
HGSE: Pedagogy	field-based visit(s)

Education S121 Section: S02

Art and Understanding (180887)

Catherine Elgin

2016 Fall (4 Credits)

Schedule:

W 0945 AM - 1025 AM

Instructor Permissions: None**Enrollment Cap:**

0

This seminar is a philosophical inquiry into the relationship between art and understanding. Art is typically indifferent to literal truth. Works of fiction are literally false. Works in the nonverbal arts are strictly neither true nor false. Yet people claim that they learn from the arts, that they see things more clearly and understand them better as a result of our encounters with art. What--if anything--justifies such claims? To answer this question requires investigating both the nature and functions of art and the nature and functions of understanding. Two papers are required.

Prerequisites: Although no previous experience with philosophy is required, students should be interested in thinking deeply about how and why one engages with the arts.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	arts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	philosophy

Education S123 Section: 01

Tackling Tough Challenges in Modern American Higher Education: Diagnosis and Solutions (180888)

Richard Light

2016 Fall (4 Credits)

Schedule:

W 0200 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This course explores nine controversies in American higher education. The overarching theme is how to help all students to succeed and to prosper in a broad variety of universities. This is a time when students bring increasingly different backgrounds to campus, and financial constraints are real. (1) Changing demographics--on some campuses the variety of different backgrounds among students works wonderfully well, and everyone benefits. On other campuses, it works far less well. What concrete policy decisions by campus leaders can enhance the good? For example, first-generation college students are a rapidly growing subgroup on many selective campuses. How to help them succeed in every way? (2) Online learning in college--how will MOOCs (massive open online courses) and on-line learning opportunities more broadly, change and reshape different kinds of colleges and universities? How will the roles of faculty, staff, students, and administrators change? What decisions must campuses make very soon? We will do an in-class simulation with student teams to explore this question in depth. (3) Student services--what constitutes good advising, running an effective orientation, and helping students with problems. How do we best structure such services? (4) Assessment--what are ways to examine rigorously how well a college is serving its

students? What are ways to measure value-added? In other words, what are students actually learning on campus? (5) Enhancing college success. What formal policies can help students to make the important transition from high school to college most effectively and successfully? What specific and concrete advice helps? (6) Liberal arts. Is the future of America's many liberal arts colleges bright or grim? (7) Public universities--most American students attend large, public universities. Is a gap between effectiveness of privates and publics widening to become a chasm? What is the future for public universities? (8) Outside of classrooms--how can universities capitalize on students' many hours outside the classroom to enrich their overall experiences on a campus? Campuses are searching for new ideas. We will discuss a new exercise created for Harvard undergraduates. (9) The future--what will the landscape of higher education look like in three to five years, and how can colleges and universities prepare now? Students will each have one debate, and will be asked to participate in a simulation to redesign a university. The format of this class is that of a large seminar. Obligations include three very short papers, and one substantial research paper on a topic of each student's own choice about a challenge in higher education.

Class Notes: Required, weekly, one-hour section.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S123 Section: S01

Tackling Tough Challenges in Modern American Higher Education: Diagnosis and Solutions (180888)

Richard Light

2016 Fall (4 Credits)

Schedule: R 1030 AM - 1110 AM

Instructor Permissions: None

Enrollment Cap: 0

This course explores nine controversies in American higher education. The overarching theme is how to help all students to succeed and to prosper in a broad variety of universities. This is a time when students bring increasingly different backgrounds to campus, and financial constraints are real. (1) Changing demographics--on some campuses the variety of different backgrounds among students works wonderfully well, and everyone benefits. On other campuses, it works far less well. What concrete policy decisions by campus leaders can enhance the good? For example, first-generation college students are a rapidly growing subgroup on many selective campuses. How to help them succeed in every way? (2) Online learning in college--how will MOOCs (massive open online courses) and on-line learning opportunities more broadly, change and reshape different kinds of colleges and universities? How will the roles of faculty, staff, students, and administrators change? What decisions must campuses make very soon? We will do an in-class simulation with student teams to explore this question in depth. (3) Student services--what constitutes good advising, running an effective orientation, and helping students with problems. How do we best structure such services? (4) Assessment--what are ways to examine rigorously how well a college is serving its students? What are ways to measure value-added? In other words, what are students actually learning on campus? (5) Enhancing college success. What formal policies can help students to make the important transition from high school to college most effectively and successfully? What specific and concrete advice helps? (6) Liberal arts. Is the future of America's many liberal arts colleges bright or grim? (7) Public universities--most American students attend large, public universities. Is a gap between effectiveness of privates and publics widening to become a chasm? What is the future for public universities? (8) Outside of classrooms--how can universities capitalize on students' many hours outside the classroom to enrich their overall experiences on a campus? Campuses are searching for new ideas. We will discuss a new exercise created for Harvard undergraduates. (9) The future--what will the landscape of higher education look like in three to five years, and how can colleges and universities prepare now? Students will each have one debate, and will be asked to participate in a simulation to redesign a university. The format of this class is that of a large seminar. Obligations include three very short papers, and one substantial research paper on a topic of each student's own choice about a challenge in higher education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S123 Section: S02

Tackling Tough Challenges in Modern American Higher Education: Diagnosis and Solutions (180888)

Richard Light

2016 Fall (4 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: None**Enrollment Cap:**

0

This course explores nine controversies in American higher education. The overarching theme is how to help all students to succeed and to prosper in a broad variety of universities. This is a time when students bring increasingly different backgrounds to campus, and financial constraints are real. (1) Changing demographics--on some campuses the variety of different backgrounds among students works wonderfully well, and everyone benefits. On other campuses, it works far less well. What concrete policy decisions by campus leaders can enhance the good? For example, first-generation college students are a rapidly growing subgroup on many selective campuses. How to help them succeed in every way? (2) Online learning in college--how will MOOCs (massive open online courses) and on-line learning opportunities more broadly, change and reshape different kinds of colleges and universities? How will the roles of faculty, staff, students, and administrators change? What decisions must campuses make very soon? We will do an in-class simulation with student teams to explore this question in depth. (3) Student services--what constitutes good advising, running an effective orientation, and helping students with problems. How do we best structure such services? (4) Assessment--what are ways to examine rigorously how well a college is serving its students? What are ways to measure value-added? In other words, what are students actually learning on campus? (5) Enhancing college success. What formal policies can help students to make the important transition from high school to college most effectively and successfully? What specific and concrete advice helps? (6) Liberal arts. Is the future of America's many liberal arts colleges bright or grim? (7) Public universities--most American students attend large, public universities. Is a gap between effectiveness of privates and publics widening to become a chasm? What is the future for public universities? (8) Outside of classrooms--how can universities capitalize on students' many hours outside the classroom to enrich their overall experiences on a campus? Campuses are searching for new ideas. We will discuss a new exercise created for Harvard undergraduates. (9) The future--what will the landscape of higher education look like in three to five years, and how can colleges and universities prepare now? Students will each have one debate, and will be asked to participate in a simulation to redesign a university. The format of this class is that of a large seminar. Obligations include three very short papers, and one substantial research paper on a topic of each student's own choice about a challenge in higher education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S290 Section: 01

Quantitative Methods for Improving Causal Inference in Educational Research (180895)

Eric Taylor

2017 Spring (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor**Enrollment Cap:**

20

This course introduces, explains, and provides practice in using techniques social scientists have developed over the last 40 years for making causal inferences in quantitative research. The course has four major goals: (1) to

ensure that participants understand the new methods and their appropriate uses; (2) to demonstrate how these new methodologies can be applied using available software; (3) to show how their application affects research findings on topics such as the impacts of class size, peer groups, and governance structures on student achievement; and (4) to guide class members in making progress on high quality independent research projects of their own devising. (See the course website for more details.)

Permission of instructor required if claiming "equivalent" experience. Enrollment is limited to Ed.D. and Ph.D. students except by permission of instructor. Prerequisites: S-052 or equivalent; A-205 or equivalent (i.e., must be familiar with basic concepts of microeconomics). Because the final project for this course requires original data analysis, students are asked to contact the instructor prior to the beginning of the spring semester to discuss the data they will use for their final project. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as SUP-490.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S297 Section: 01

Field Experience in 21st-Century Early-Childhood Learning (180896)

Joe Blatt

2017 Spring (4 Credits)

Schedule:

M 0400 PM - 0629 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

This practicum course is a unique opportunity to work closely with, provide support to, and learn from senior managers at Sesame Workshop--the producers of Sesame Street and other educational experiences for young children in more than 150 countries. As the Workshop approaches its 50th anniversary, Sesame's leaders are seeking to revitalize and reorient the organization. They have committed to exploring new opportunities for early childhood education, such as improving teaching in preschools, engaging parents in their children's cognitive and social development, exploiting the latest educational technologies, and personalizing media for individual learners. At the same time, Sesame faces new challenges, including expanding curriculum demands, competition for the young child audience, and fiscal sustainability. HGSE students have been invited to participate in this major renewal task. To help imagine this 21st-century Sesame Workshop, we will work in teams, each advised by a Workshop executive. Each team will undertake focused literature reviews, research informal learning initiatives for young children around the world, conduct interviews with professionals and stakeholders, and develop a final set of recommendations and proposed products to present to Sesame top executives. We will draw on HGSE's rich resources in early childhood education, supplemented by outreach to informal learning and educational technology experts. The distinguishing feature of such a field experience course is that it involves students in the exciting, intense, but uncertain nature of practice. You are guaranteed a focused, real-world learning opportunity, but you must also expect shifting directions in requirements, schedule, and outcomes.

Permission of instructor required. Attending the shopping session is an important part of the application process. Interested students are strongly encouraged to enroll in HT-123 in the January term.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	motivation
HGSE: Content	technology
HGSE: Content	entrepreneurship
HGSE: Competencies	conduct an interview
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Competencies	collaborate
HGSE: Content	innovation
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	think strategically
HGSE: Content	nonprofits
HGSE: Competencies	make a presentation
HGSE: Content	social development
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	experiential learning
HGSE: Content	early childhood
HGSE: Competencies	build partnership
HGSE: Content	qualitative research
HGSE: Content	strategic planning
HGSE: Content	partnerships
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	discussion sections
HGSE: Content	action research
HGSE: Competencies	engage families
HGSE: Content	media
HGSE: Content	families
HGSE: Pedagogy	peer learning
HGSE: Content	social networks
HGSE: Content	organizations
HGSE: Competencies	develop research questions
HGSE: Content	parenting
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	design thinking

Education S300 Section: 01

The Arts in Education: Learning in and Through the Arts (180897)

Steven Seidel

2016 Fall (4 Credits)

Schedule:

F 0830 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Possible and appropriate roles for the arts in education are widely debated, and they should be. This course will explore the many roles for the arts in the educational experiences of children and adults, both in and out of schools. The course will look at these from various perspectives but will primarily focus on basic questions about the nature of learning and teaching in and through the arts. Its fundamental questions: What are our purposes as artists and educators working at the intersection of the arts and learning? What can be done to improve the quality of arts learning opportunities for children, youth, and adults? What must one understand about the nature of learning in and through the arts to contribute to this improvement? How do settings and cultural contexts influence the nature and quality of arts learning experiences? What are the habits of mind of effective arts educators? As artists and/or educators, what are the moral dimensions of such work and what might it mean to accept the responsibility of also being citizens in a democracy? Students will explore these questions and others through group study of readings and weekly workshops in which they experiment with approaches to arts teaching in a lab setting, analyzing experiences as learners and teachers and working toward the articulation of theories of arts learning. Course requirements include full participation in all course-related activities, including class sessions, section meetings, readings, group projects, and reflective and analytic writing assignments.

Permission of instructor required. Required for Ed.M. students in the Arts in Education Program. Others interested in both S-300 and S-301 may enroll with permission. Enrollment procedure will be posted on the course website.

Class Notes: Required, weekly, one-hour section.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Competencies	deliver instruction
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Content	arts
HGSE: Competencies	design a lesson
HGSE: Competencies	collaborate
HGSE: Content	identity
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze arguments
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	out-of-school time
HGSE: Content	culture

Education S301 Section: 01

The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (180900)

Steven Seidel

2017 Spring (4 Credits)

Schedule:

F 0830 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

48

This course is a continuation of S-300 and extends its inquiry from a focus on the nature of learning in and through the arts to an investigation of the relationships between research, policy, advocacy, activism, and practice. The findings of research, the creation of policies, and the efforts and arguments of advocates and activists are each a context that informs the practice of arts education--the actual teaching and learning that is at the core of the work in this sector--just as practice informs and influences research, policy, and advocacy. At the same time, each of those contexts informs and influences each other. Through a series of "mini cases," conversations with researchers and policymakers, and close examination of advocacy documents, students will study how the arts--through the efforts of researchers, advocates, policymakers, and teachers--can become both more accessible and higher in quality. Consideration of the positive and negative aspects of the marginality of the arts in education will ground this study. Further, students will examine both how the arts sector of the education field is evolving over time and how one can play a role in the further development of that sector as advocates, activists, researchers, policymakers, and teachers. Course requirements include full participation in all activities of the class sessions, assigned readings, and reflective and analytic writing assignments, including a final project

Permission of instructor required. Required for Ed.M. students in the Arts in Education Program. Others interested in both S-300 and S-301 may enroll with permission. Enrollment procedure will be posted on the course website.

Class Notes: Required, weekly, one-hour section.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	school reform
HGSE: Competencies	practice equity and inclusion
HGSE: Content	culture
HGSE: Content	policy

HGSE: Competencies	write a grant proposal
HGSE: Content	learning theory
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	arts
HGSE: Content	social contexts
HGSE: Pedagogy	research project
HGSE: Competencies	analyze arguments
HGSE: Content	advocacy
HGSE: Content	relationships
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	team-based learning

Education S316 Section: 01

Art, Design, and Learning in Public Spaces (180917)

Steven Seidel

2017 Spring (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Increasingly, contemporary artists, designers, and educators have been exploring the complex relationships between four 'publics'--public space, public art, public learning, and public life. These creative practitioners study and experiment with the potential for engaged citizenship, lifelong learning, and social change through their work, drawing attention to the types and qualities of learning that can take place when interacting with art in public settings. Currently, this realm of work takes place in a space comprised of overlapping fields--contemporary art, public pedagogy, art education, community organizing, and more--working together (and in isolation) to push the boundaries of what art in public spaces can and should do. Yet, everyone engaged in this work encounters at least two fundamental challenges of learning: (1) capturing the attention of diverse individuals, and (2) maximizing the benefits of their proximity to each other and the work/s of art to provoke curiosity, interaction, reflection, and, sometimes, action--in short, to galvanize learning. In this course, we will explore this complex realm, investigating the planning, implementation, and assessment of these types of public art projects. We will interact with people engaged in this work and consider how it is understood within and across the fields of education, art, and design (among others), and what these fields can do to inform one another. Through readings, public art experiences, conversations with artists and those responsible for the sites of public art, we will explore what it means to design and analyze arts learning in public, as well as challenge existing parameters of that work. Throughout the semester students will engage in a public art/learning design project, working individually or in small groups to design a proposal for a work of public art/learning for the HGSE campus or Harvard's Science Center Plaza. At the end of the term, these proposals will be presented to representatives of the communities that use and are responsible for these spaces both for critique and consideration for further development and possible implementation.

Permission of instructor required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	values
HGSE: Content	learning and teaching
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Competencies	develop curriculum
HGSE: Content	social contexts

HGSE: Pedagogy	field-based project
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	advocacy
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	arts
HGSE: Content	community
HGSE: Competencies	make a presentation
HGSE: Content	culture

Education S413Y Section: 01

Doc Rsch Pract:Using Quant Methods to Make Causal Infer about Consequences of Ed Initiatives & Pol (203717)

Felipe Barrera-Osorio

2016 Fall (2 Credits)

Schedule: M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap: 10

This research practicum has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research. Some meeting time will be devoted to discussing recent papers. The first part of each session will be devoted to discussion of one or two recent papers that use creative methodologies in addressing important educational policy questions. However, the primary focus of each session is to discuss the written work of participants. Students may enroll in this seminar every year until they graduate.

Permission of instructor required. Prerequisites: S-290. Enrollment procedure will be posted on the course website. S-413Y and S-414Y were formerly yearlong S-413.

Class Notes: Class will meet bi-weekly.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Not Available for Cross Registration

Education S413Y Section: S01

Doc Rsch Pract:Using Quant Methods to Make Causal Infer about Consequences of Ed Initiatives & Pol (203717)

Felipe Barrera-Osorio

2016 Fall (2 Credits)

Schedule: R 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

This research practicum has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research. Some meeting time will be devoted to discussing recent papers. The first part of each session will be devoted to discussion of one or two recent papers that use creative methodologies in addressing important educational policy questions. However, the primary focus of each session is to discuss the written work of participants. Students may enroll in this seminar every year until they graduate.

Permission of instructor required. Prerequisites: S-290. Enrollment procedure will be posted on the course website. S-413Y and S-414Y were formerly yearlong S-413.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Not Available for Cross Registration

Education S413Y Section: S02

Doc Rsch Pract:Using Quant Methods to Make Causal Infer about Consequences of Ed Initiatives & Pol (203717)

Felipe Barrera-Osorio

2016 Fall (2 Credits)

Schedule:

R 0215 PM - 0255 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

This research practicum has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research. Some meeting time will be devoted to discussing recent papers. The first part of each session will be devoted to discussion of one or two recent papers that use creative methodologies in addressing important educational policy questions. However, the primary focus of each session is to discuss the written work of participants. Students may enroll in this seminar every year until they graduate.

Permission of instructor required. Prerequisites: S-290. Enrollment procedure will be posted on the course website. S-413Y and S-414Y were formerly yearlong S-413.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods

Education S414Y Section: 01

Doc Rsch Pract:Using Quant Methods to Make Causal Infer about Consequences of Ed Initiatives & Pol (203718)

Felipe Barrera-Osorio

2017 Spring (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap: 10

This research practicum has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research. Some meeting time will be devoted to discussing recent papers. The first part of each session will be devoted to discussion of one or two recent papers that use creative methodologies in addressing important educational policy questions. However, the primary focus of each session is to discuss the written work of participants. Students may enroll in this seminar every year until they graduate.

Permission of instructor required. Prerequisites: S-290. Enrollment procedure will be posted on the course website. S-413Y and S-414Y were formerly yearlong S-413.

Class Notes: Course meets bi-weekly.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods

Education S501 Section: 01

Partnering with Youth in Educational Research and Practice (180926)

Gretchen Brion-Meisels

2017 Spring (4 Credits)

Schedule:

R 1000 AM - 1259 PM

Instructor Permissions: Instructor**Enrollment Cap:**

25

(New course.) There is a growing body of evidence that schools, community-based organizations, educators, and adolescents themselves benefit from initiatives that authentically engage the perspectives of youth. Around the world, adults, and youth are partnering to research, build, and improve learning opportunities across developmental domains. This course will explore how educators are partnering with youth in both research- and practice-based settings. To do this, we will begin by looking at theoretical and empirical arguments about the importance of youth voice initiatives, as well as different frameworks for engaging in this work. We will then spend time exploring three broad contexts in which educators frequently partner with youth: (1) school-based reform initiatives; (2) youth participatory action research; and (3) youth organizing. The focus of the course will be on partnering with U.S. youth ages 14-21; however, students with an interest in children are welcome to join our community. The class will take the form of a seminar with significant time for students to grapple with common problems of practice. All students will be required to engage in a semester-long project where they partner with youth in the context of a school or community-based organization.

Permission of instructor required. Enrollment is limited to 25. Students enrolled at HGSE given preference. All interested students should attend shopping or contact the instructor to obtain an application for the course. Doctoral students who would like to count this as an advanced methods course may consult with the instructor about specific assignments required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	gender
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	field-based project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collect qualitative data
HGSE: Content	critical theory
HGSE: Content	qualitative research
HGSE: Content	bullying/discrimination
HGSE: Competencies	practice equity and inclusion
HGSE: Content	race/ethnicity
HGSE: Pedagogy	research project
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze qualitative data
HGSE: Content	research methods
HGSE: Content	community
HGSE: Content	action research
HGSE: Content	lgbtq
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	culture
HGSE: Pedagogy	lecture
HGSE: Content	social justice
HGSE: Content	disability/ableism
HGSE: Content	adolescent development
HGSE: Content	risk prevention/intervention
HGSE: Competencies	analyze arguments

HGSE: Competencies	build partnership
HGSE: Competencies	facilitate group process
HGSE: Content	relationships
HGSE: Competencies	develop research questions
HGSE: Competencies	engage families
HGSE: Content	civic engagement
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing

Education S504 Section: 01

Introduction to Qualitative Research (180927)

Elizabeth Duraisingh

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will generally follow a workshop format with discussions and activities related to weekly readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing data, making appropriate claims, positioning their work relative to existing literature, and appraising others' qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and to develop skills for further and ongoing reflection about their work and their relationship to it.

Permission of instructor required. Enrollment is limited to doctoral students. Required for first-year Ph.D. students; other doctoral students may enroll with permission. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	peer learning
HGSE: Content	culture
HGSE: Competencies	develop research questions
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	research methods
HGSE: Pedagogy	research project
HGSE: Competencies	write a research proposal
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze qualitative data
HGSE: Content	research ethics
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	qualitative research
HGSE: Competencies	conduct an interview
HGSE: Content	identity
HGSE: Pedagogy	reflective writing

Education S504 Section: S01

Introduction to Qualitative Research (180927)

Elizabeth Duraisingh

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will generally follow a workshop format with discussions and activities related to weekly readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing data, making appropriate claims, positioning their work relative to existing literature, and appraising others' qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and to develop skills for further and ongoing reflection about their work and their relationship to it.

Permission of instructor required. Enrollment is limited to doctoral students. Required for first-year Ph.D. students; other doctoral students may enroll with permission. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	qualitative research
HGSE: Content	research methods
HGSE: Content	identity
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research proposal
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	make a presentation
HGSE: Competencies	conduct an interview
HGSE: Content	research ethics
HGSE: Content	culture
HGSE: Pedagogy	research project

Education S504 Section: S02

Introduction to Qualitative Research (180927)

Elizabeth Duraisingh

2016 Fall (4 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will generally follow a workshop format with discussions and activities related to weekly readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing

data, making appropriate claims, positioning their work relative to existing literature, and appraising others' qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and to develop skills for further and ongoing reflection about their work and their relationship to it.

Permission of instructor required. Enrollment is limited to doctoral students. Required for first-year Ph.D. students; other doctoral students may enroll with permission. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research ethics
HGSE: Content	culture
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	research project
HGSE: Pedagogy	reflective writing
HGSE: Content	research methods
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collect qualitative data
HGSE: Content	qualitative research
HGSE: Competencies	conduct an interview
HGSE: Content	identity
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research proposal
HGSE: Competencies	develop research questions
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)

Education S507 Section: 01

Interviewing in Qualitative Research (180929)

Sarah Dryden Peterson

2016 Fall (4 Credits)

Schedule: M 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap: 16

This course explores qualitative interviewing as a research strategy and as a practice. The focus of the course is on learning the craft of interviewing. This course is apprenticeship based, designed so that students can situate their own qualitative interviewing experiences in the context of readings and discussions that critically engage theoretical and methodological issues and debates. Students will engage in the mentored practice of interviewing through a research project based at a local community based organization. Interviewing can be thought of as a conversation in relationship, an inherently interpersonal and social enterprise. Students will build relationships within this organization that span from initiating the research to collecting data to discussing analyses to reporting on findings. Students will discuss ethical issues in qualitative research and consider how researcher positionality, identity, and power differentials between the researcher and participants impact the research process. Students will have the opportunity to develop their own personal approach to interviewing in the context of a democratic learning community, where students support each other's development as researchers committed to social justice in education.

Permission of instructor required. Enrollment is limited. Ed.D. and Ph.D. students given preference. Students who have taken S-710C should not take this course. Enrollment procedure will be posted on the course website. Course may only be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S507 Section: S01

Interviewing in Qualitative Research (180929)

Sarah Dryden Peterson

2016 Fall (4 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course explores qualitative interviewing as a research strategy and as a practice. The focus of the course is on learning the craft of interviewing. This course is apprenticeship based, designed so that students can situate their own qualitative interviewing experiences in the context of readings and discussions that critically engage theoretical and methodological issues and debates. Students will engage in the mentored practice of interviewing through a research project based at a local community based organization. Interviewing can be thought of as a conversation in relationship, an inherently interpersonal and social enterprise. Students will build relationships within this organization that span from initiating the research to collecting data to discussing analyses to reporting on findings. Students will discuss ethical issues in qualitative research and consider how researcher positionality, identity, and power differentials between the researcher and participants impact the research process. Students will have the opportunity to develop their own personal approach to interviewing in the context of a democratic learning community, where students support each other's development as researchers committed to social justice in education.

Permission of instructor required. Enrollment is limited. Ed.D. and Ph.D. students given preference. Students who have taken S-710C should not take this course. Enrollment procedure will be posted on the course website. Course may only be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S507 Section: S02

Interviewing in Qualitative Research (180929)

Sarah Dryden Peterson

2016 Fall (4 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course explores qualitative interviewing as a research strategy and as a practice. The focus of the course is on learning the craft of interviewing. This course is apprenticeship based, designed so that students can situate their own qualitative interviewing experiences in the context of readings and discussions that critically engage theoretical and methodological issues and debates. Students will engage in the mentored practice of interviewing through a research project based at a local community based organization. Interviewing can be thought of as a conversation in relationship, an inherently interpersonal and social enterprise. Students will build relationships within this organization that span from initiating the research to collecting data to discussing analyses to reporting on findings. Students will discuss ethical issues in qualitative research and consider how researcher positionality, identity, and power differentials between the researcher and participants impact the research process. Students will have the opportunity to develop their own personal approach to interviewing in the context of a democratic learning

community, where students support each other's development as researchers committed to social justice in education.

Permission of instructor required. Enrollment is limited. Ed.D. and Ph.D. students given preference. Students who have taken S-710C should not take this course. Enrollment procedure will be posted on the course website. Course may only be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S508 Section: 01

Methods of Research in the History of Education (180930)

Julie Reuben

2016 Fall (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

The purpose of this course is to help students learn how to conduct historical research on education. The course will use three means for accomplishing this goal. First, students will learn how to do historical research by doing it. The core of the course is a guided research project. Students will select their own topics but will work together as a group to master the basic steps of research. The final product for the course is an original research paper that could be revised for future publication. Second, students will learn about historical research by reading and analyzing selected articles on the history of education. Third, students will read portions of published research guides. These offer practical advice about the research process and will help students avoid common problems when researching and writing their paper for the course. This course is suitable for students with different levels of background and scholarly goals. For those students who have studied history extensively or who intend to become historians, this course offers an opportunity to do original research in a supportive setting. For students who do not view themselves as future historians but who are considering incorporating historical research into other projects or who want to learn about a particular topic, this course provides a good opportunity to learn basic research skills.

Permission of the instructor required. Enrollment is limited; however, in most years all interested students have been able to enroll. Please send an email to julie_reuben@harvard.edu if you want to enroll but cannot attend the information session during shopping period. Jointly offered in the Faculty of Arts and Sciences as History 2350.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S508 Section: S01

Methods of Research in the History of Education (180930)

Julie Reuben

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

The purpose of this course is to help students learn how to conduct historical research on education. The course will use three means for accomplishing this goal. First, students will learn how to do historical research by doing it. The core of the course is a guided research project. Students will select their own topics but will work together as a

group to master the basic steps of research. The final product for the course is an original research paper that could be revised for future publication. Second, students will learn about historical research by reading and analyzing selected articles on the history of education. Third, students will read portions of published research guides. These offer practical advice about the research process and will help students avoid common problems when researching and writing their paper for the course. This course is suitable for students with different levels of background and scholarly goals. For those students who have studied history extensively or who intend to become historians, this course offers an opportunity to do original research in a supportive setting. For students who do not view themselves as future historians but who are considering incorporating historical research into other projects or who want to learn about a particular topic, this course provides a good opportunity to learn basic research skills.

Permission of the instructor required. Enrollment is limited; however, in most years all interested students have been able to enroll. Please send an email to julie_reuben@harvard.edu if you want to enroll but cannot attend the information session during shopping period. Jointly offered in the Faculty of Arts and Sciences as History 2350.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S508 Section: S02

Methods of Research in the History of Education (180930)

Julie Reuben

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

The purpose of this course is to help students learn how to conduct historical research on education. The course will use three means for accomplishing this goal. First, students will learn how to do historical research by doing it. The core of the course is a guided research project. Students will select their own topics but will work together as a group to master the basic steps of research. The final product for the course is an original research paper that could be revised for future publication. Second, students will learn about historical research by reading and analyzing selected articles on the history of education. Third, students will read portions of published research guides. These offer practical advice about the research process and will help students avoid common problems when researching and writing their paper for the course. This course is suitable for students with different levels of background and scholarly goals. For those students who have studied history extensively or who intend to become historians, this course offers an opportunity to do original research in a supportive setting. For students who do not view themselves as future historians but who are considering incorporating historical research into other projects or who want to learn about a particular topic, this course provides a good opportunity to learn basic research skills.

Permission of the instructor required. Enrollment is limited; however, in most years all interested students have been able to enroll. Please send an email to julie_reuben@harvard.edu if you want to enroll but cannot attend the information session during shopping period. Jointly offered in the Faculty of Arts and Sciences as History 2350.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S510D Section: 01

Research Schools Practicum (180935)

Christina Hinton

2017 Spring (2 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

In this practicum, students will have the opportunity to work on a project that puts research knowledge directly in the hands of teachers who can use it to make a difference in their schools. In our research schools initiative, we collaborate with partner schools around the globe to carry out research on topics relevant to practice, such as growth mindset and discussion-based learning. You will choose one research case to work on for the semester. Each research case will include relevant academic literature and a real-world data set containing quantitative and qualitative data, along with other supporting materials. First, you will explore academic literature on your research topic. Following this, you will delve into an analysis of your data set using quantitative and qualitative methods with mentorship from the teaching team. Finally, as your final project in the class, you will disseminate your results in a format that is accessible and engaging for teachers. You can choose the format of this final project from among multiple options, which range from written papers to digital media. Through this module, you will learn about existing education research, develop your data analysis skills by applying them to a real-world research project, and cultivate the ability to translate research into accessible knowledge that practitioners can readily apply in their classrooms.

Permission of instructor required. Enrollment is limited to 20 students. Prerequisites: This practicum is designed for students who have taken at least one of the following: S-005, S-012, S-040, or S-504. Students who have learned quantitative and/or qualitative data analysis skills in another context are welcome as well.

Class Notes:

Class meets every other Tuesday on January 24, February 7, 21, March 7, 21, April 4, and 18.

Additional Course Attributes:

Attribute	Value(s)
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Education S522 Section: 01

Analyzing Culture: Dialogue, Discourse, and Theme (180938)

Helen Haste

2017 Spring (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Educational research must take account of the cultural and social context in which the individual develops and with which effective educational practice must interact. How do people represent their concepts or beliefs in their talk (or other text)? How are meaning and identity negotiated dialogically through language and symbol? How is culturally shared meaning revealed, negotiated, and reproduced in discursive practices? What assumptions does one make within each of these questions? This course introduces qualitative methods for analyzing how meaning is managed and how one makes sense of experience through dialogue and interpretation within a cultural context. The course will introduce students to the main epistemological debates around the analysis of textual material. Students will use naturalistic and interview-based material and literary sources (including film) to explore a range of methods. The course will provide a grounding in methods for the interpretation of material ranging from deriving a thematic profile of personal beliefs to more discursive questions about how people manage multiple, multilayered, and even contradictory discourses in talk, in identity, in decision-making, and in education, and how these are embedded in cultural and historical contexts. The course will comprise weekly three hour sessions that include lectures and class work. For assignments, students will work on analyzing appropriate material. Texts or data may derive from any approved source and in any approved format, or from students' own research. The second half of the course will include a group activity looking in depth at data.

Permission of instructor required. Open to all Harvard doctoral students. Master's students may enroll with permission; please contact the course instructor by email (hastehe@gse.harvard.edu).

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	culture
HGSE: Competencies	develop research questions
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Content	research methods
HGSE: Content	media
HGSE: Pedagogy	team-based learning
HGSE: Content	qualitative research

Education S527 Section: 01

Ethnographic Methods (180940)

Roberto Gonzales

2017 Spring (4 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor**Enrollment Cap:**

15

This seminar explores the practice, politics, and poetics of ethnographic fieldwork--the method of immersing oneself into people's daily routines and systematically recording social processes as they unfold in real time. Along with engaging several classic and contemporary texts, seminar members will collect, analyze, and wrestle with ethnographic data. In service to the seminar's broad goals, members will engage in various stages of the ethnographic process: gaining access to a research site or population, taking field notes, conducting and transcribing interviews, and engaging in preliminary analyses of their data. We will also discuss the challenges of entering, being in, and leaving the field. The seminar is therefore designed for students who are willing to engage in focused, hands-on training on ethnographic theory and practice. To best take advantage of what this seminar has to offer, members are urged to come in with a preliminary sketch of a research plan that they would be ready to either directly study in the field or explore through field exercises. This will be a working seminar with members sharing field notes and experiences from the field as well as offering advice and constructive criticism at various stages of the process. This course structure requires a high level of responsibility, respect, and risk-taking among all members.

Permission of instructor required. Enrollment is limited to 15. Intended for research doctoral students in the Ed.D. and Ph.D. in Education programs. Prerequisites: S-504 or an equivalent foundational course in qualitative methods.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collect qualitative data
HGSE: Competencies	use qualitative-research software
HGSE: Competencies	develop research questions
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	ethnography
HGSE: Content	social contexts
HGSE: Content	data analysis
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	research project
HGSE: Content	research methods

Education S529 Section: 01

Case-Study Research Methods (180942)

Irene Liefshitz

2017 Spring (4 Credits)

Schedule:

M 0900 AM - 1159 AM

Instructor Permissions: Instructor**Enrollment Cap:**

15

This course investigates the logic, methods, and practice of case-study research. As an in-depth empirical inquiry about a contemporary phenomenon set within its real-world context (Yin, 2013), case-study research can be a valuable tool for investigating educational practice and policy as well as evaluating implementation. To gain understanding of case-study research, course participants will explore its positioning among other social-science research methods and build a critical knowledge base of educational research that utilizes case-study design. Toward this end, we will examine the types of questions that can be answered appropriately with case-study research, delve deeply into case-study design, critically assess the presentation of findings, and consider the ways researcher positionality impacts the research process and outcomes. The learning of the craft of case-study research will be structured through reading, writing, and discussion on theoretical and methodological issues and through applying the acquired understanding to a case-study research project of one's own.

Permission of instructor required. Prerequisites: S-504 or equivalent. Ed.D. and Ph.D. students in education given preference. Students interested in the course will be asked to submit a short statement of interest. Must be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S553 Section: 01

Creating Knowledge: The Literature Review (180955)

*Eileen McGowan**Deborah Garson*

2016 Fall (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

Reviewing and analyzing literature is foundational to creating knowledge for research or action. In an environment of exponential growth in information and technology, researchers and practitioners are being challenged in locating and assessing needed information. The course, taught by both a research methodologist and a research librarian, takes an innovative learning approach to creating knowledge through the purposeful incorporation of question development, literature analysis, and specific research skill development. In this seminar, you create your own individualized research agenda. What particular question do you want to investigate and write about in depth? How can you integrate your individual, professional and intellectual goals? Together, as a learning community, we support each other in pursuing these critical questions. We consider instances in which you should take a cross-disciplinary approach. How can your search be well-organized and thorough? Whose voices predominate in the field? Whose are missing? How can you communicate your knowledge through the development of an effective and compelling argument? Together we define what educational research is, what its goals are, what it does, how it works, what its limits are, and what its basic assumptions are about knowledge, methods, the world, etc. Whether you are a doctoral student generating a field statement or dissertation proposal, a master's student creating a research base, or an entrepreneur needing to know what has already been done before marketing your new company, this course offers you the opportunity to work in community to accomplish your goals.

Contact with instructors during orientation and shopping is encouraged to ensure a good fit between students' goals and course pedagogy. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a literature review
HGSE: Competencies	make a presentation
HGSE: Pedagogy	peer learning
HGSE: Content	research methods
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop research questions
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	research project

Education S553 Section: S01

Creating Knowledge: The Literature Review (180955)

Eileen McGowan

2016 Fall (4 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: None**Enrollment Cap:**

0

Reviewing and analyzing literature is foundational to creating knowledge for research or action. In an environment of exponential growth in information and technology, researchers and practitioners are being challenged in locating and assessing needed information. The course, taught by both a research methodologist and a research librarian, takes an innovative learning approach to creating knowledge through the purposeful incorporation of question development, literature analysis, and specific research skill development. In this seminar, you create your own individualized research agenda. What particular question do you want to investigate and write about in depth? How can you integrate your individual, professional and intellectual goals? Together, as a learning community, we support each other in pursuing these critical questions. We consider instances in which you should take a cross-disciplinary approach. How can your search be well-organized and thorough? Whose voices predominate in the field? Whose are missing? How can you communicate your knowledge through the development of an effective and compelling argument? Together we define what educational research is, what its goals are, what it does, how it works, what its limits are, and what its basic assumptions are about knowledge, methods, the world, etc. Whether you are a doctoral student generating a field statement or dissertation proposal, a master's student creating a research base, or an entrepreneur needing to know what has already been done before marketing your new company, this course offers you the opportunity to work in community to accomplish your goals.

Contact with instructors during orientation and shopping is encouraged to ensure a good fit between students' goals and course pedagogy. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	develop research questions
HGSE: Competencies	write a literature review
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	research project
HGSE: Competencies	make a presentation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	research methods

Education S553 Section: S02

Creating Knowledge: The Literature Review (180955)

Eileen McGowan

2016 Fall (4 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: None**Enrollment Cap:**

0

Reviewing and analyzing literature is foundational to creating knowledge for research or action. In an environment of exponential growth in information and technology, researchers and practitioners are being challenged in locating and assessing needed information. The course, taught by both a research methodologist and a research librarian, takes an innovative learning approach to creating knowledge through the purposeful incorporation of question development, literature analysis, and specific research skill development. In this seminar, you create your own individualized research agenda. What particular question do you want to investigate and write about in depth? How can you integrate your individual, professional and intellectual goals? Together, as a learning community, we support each other in pursuing these critical questions. We consider instances in which you should take a cross-disciplinary approach. How can your search be well-organized and thorough? Whose voices predominate in the field? Whose are missing? How can you communicate your knowledge through the development of an effective and compelling argument? Together we define what educational research is, what its goals are, what it does, how it works, what its limits are, and what its basic assumptions are about knowledge, methods, the world, etc. Whether you are a doctoral student generating a field statement or dissertation proposal, a master's student creating a research base, or an entrepreneur needing to know what has already been done before marketing your new company, this course offers you the opportunity to work in community to accomplish your goals.

Contact with instructors during orientation and shopping is encouraged to ensure a good fit between students' goals and course pedagogy. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a literature review
HGSE: Content	research methods
HGSE: Competencies	make a presentation
HGSE: Competencies	develop research questions
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	research project
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)

Education S575Y Section: 01

Writing a Publishable Paper I (203684)

Heather Hill

2016 Fall (2 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: Instructor**Enrollment Cap:**

15

This course is designed to help students write publishable papers. To reach this goal, this course combines applied research methods—including research design and data analysis, with a particular interest in the qualitative tradition—with supervised support for developing students' academic writing. Class sessions will focus on: (1) developing and sharpening research questions; (2) conducting and writing the literature review; (3) reviewing research design and data collection procedures; (4) writing the methods section for the paper; and (5) writing the results section and conclusion to the paper. Students will submit applications to the Committee on the Use of

Human Subjects (CUHS) and write proposals to AERA (or a similar conference). Finally, we will devote a portion of every class to the writing process. This is a year-long course divided into fall and spring modules, with a meeting schedule tailored to meet the needs of data collection and analysis. S-575Y will meet in the Fall 2016 first module period (September-October). S-576Y will meet sporadically from early March to the end of April. Additional ad hoc class sessions will be scheduled as necessary, and a meeting with Professor Hill during January to check in on progress is required. The hope is that most students will design the research and receive permission from CUHS during the early fall, conduct data collection and begin analysis in the late fall and winter, and then finish the paper in the spring. To receive credit for S-576Y, the finished paper must be submitted to a journal.

Permission of instructor required. Limited to Ph.D. and Ed.D. students in the second or later year of the program. Prerequisites: suitable topic; willingness to receive and give critical feedback. Application required in the form of a one-page proposal. Interested students are strongly encouraged to contact Professor Hill via email during the summer to express interest before applying. S-576Y may not be taken without prior enrollment in S-575Y. Enrollment procedure will be posted on the course website.

Class Notes: Class will meet on September 2, 9, 16, 23, and 30, October 7 and 21.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods

Education S575Y Section: S01

Writing a Publishable Paper I (203684)

Heather Hill

2016 Fall (2 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course is designed to help students write publishable papers. To reach this goal, this course combines applied research methods—including research design and data analysis, with a particular interest in the qualitative tradition—with supervised support for developing students' academic writing. Class sessions will focus on: (1) developing and sharpening research questions; (2) conducting and writing the literature review; (3) reviewing research design and data collection procedures; (4) writing the methods section for the paper; and (5) writing the results section and conclusion to the paper. Students will submit applications to the Committee on the Use of Human Subjects (CUHS) and write proposals to AERA (or a similar conference). Finally, we will devote a portion of every class to the writing process. This is a year-long course divided into fall and spring modules, with a meeting schedule tailored to meet the needs of data collection and analysis. S-575Y will meet in the Fall 2016 first module period (September-October). S-576Y will meet sporadically from early March to the end of April. Additional ad hoc class sessions will be scheduled as necessary, and a meeting with Professor Hill during January to check in on progress is required. The hope is that most students will design the research and receive permission from CUHS during the early fall, conduct data collection and begin analysis in the late fall and winter, and then finish the paper in the spring. To receive credit for S-576Y, the finished paper must be submitted to a journal.

Permission of instructor required. Limited to Ph.D. and Ed.D. students in the second or later year of the program. Prerequisites: suitable topic; willingness to receive and give critical feedback. Application required in the form of a one-page proposal. Interested students are strongly encouraged to contact Professor Hill via email during the summer to express interest before applying. S-576Y may not be taken without prior enrollment in S-575Y. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
All: Cross Reg Availability	Not Available for Cross Registration

Education S575Y Section: S02

Writing a Publishable Paper I (203684)

Heather Hill

2016 Fall (2 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course is designed to help students write publishable papers. To reach this goal, this course combines applied research methods—including research design and data analysis, with a particular interest in the qualitative tradition—with supervised support for developing students' academic writing. Class sessions will focus on: (1) developing and sharpening research questions; (2) conducting and writing the literature review; (3) reviewing research design and data collection procedures; (4) writing the methods section for the paper; and (5) writing the results section and conclusion to the paper. Students will submit applications to the Committee on the Use of Human Subjects (CUHS) and write proposals to AERA (or a similar conference). Finally, we will devote a portion of every class to the writing process. This is a year-long course divided into fall and spring modules, with a meeting schedule tailored to meet the needs of data collection and analysis. S-575Y will meet in the Fall 2016 first module period (September-October). S-576Y will meet sporadically from early March to the end of April. Additional ad hoc class sessions will be scheduled as necessary, and a meeting with Professor Hill during January to check in on progress is required. The hope is that most students will design the research and receive permission from CUHS during the early fall, conduct data collection and begin analysis in the late fall and winter, and then finish the paper in the spring. To receive credit for S-576Y, the finished paper must be submitted to a journal.

Permission of instructor required. Limited to Ph.D. and Ed.D. students in the second or later year of the program. Prerequisites: suitable topic; willingness to receive and give critical feedback. Application required in the form of a one-page proposal. Interested students are strongly encouraged to contact Professor Hill via email during the summer to express interest before applying. S-576Y may not be taken without prior enrollment in S-575Y. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods

Education S576Y Section: 01

Writing a Publishable Paper II (203685)

Heather Hill

2017 Spring (2 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: Instructor**Enrollment Cap:**

15

This course is designed to help students write publishable papers. To reach this goal, this course combines applied research methods—including research design and data analysis, with a particular interest in the qualitative tradition—with supervised support for developing students' academic writing. Class sessions will focus on: (1) developing and sharpening research questions; (2) conducting and writing the literature review; (3) reviewing research design and data collection procedures; (4) writing the methods section for the paper; and (5) writing the results section and conclusion to the paper. Students will submit applications to the Committee on the Use of Human Subjects (CUHS) and write proposals to AERA (or a similar conference). Finally, we will devote a portion of every class to the writing process. This is a year-long course divided into fall and spring modules, with a meeting schedule tailored to meet the needs of data collection and analysis. S-575Y will meet in the Fall 2016 first module period (September-October). S-576Y will meet sporadically from early March to the end of April. Additional ad hoc class sessions will be scheduled as necessary, and a meeting with Professor Hill during January to check in on

progress is required. The hope is that most students will design the research and receive permission from CUHS during the early fall, conduct data collection and begin analysis in the late fall and winter, and then finish the paper in the spring. To receive credit for S-576Y, the finished paper must be submitted to a journal.

Permission of instructor required. Limited to Ph.D. and Ed.D. students in the second or later year of the program. Prerequisites: suitable topic; willingness to receive and give critical feedback. Application required in the form of a one-page proposal. Interested students are strongly encouraged to contact Professor Hill via email during the summer to express interest before applying. S-576Y may not be taken without prior enrollment in S-575Y. Enrollment procedure will be posted on the course website.

Class Notes: Class will meet on March 10, 24, and 31, April 7, 14, and 21.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods

Education S800 Section: 01

Ph.D. in Education Proseminar (180976)

Meira Levinson

2016 Fall (4 Credits)

Schedule: TR 0930 AM - 1129 AM

Instructor Permissions: Instructor

Enrollment Cap: 25

This intensive seminar enables first-year Ph.D. in Education students to describe, analyze, and assess key questions, texts, ideas, and intellectual approaches to classic and contemporary educational scholarship. The goal is to provide students an intellectual foundation for their own developing identities and work as researchers within the field of education. We will pay particular attention to the multidisciplinary nature of much educational research, how individual disciplines and theoretical traditions approach educational problems in complementary or contrasting ways, and how educational research functions (or fails to function) at the nexus of policy and practice. The course will also attend to the interaction of the normative and the empirical, bringing to the foreground the role of values in educational research. In addition to mastering a body of collective knowledge and skills, students will have opportunities to connect the intellectual lenses that have been introduced in the seminar to their more specific research questions, and to share their individual expertise with the larger group.

Permission of instructor required. Required for, and limited to, first year students enrolled in the Ph.D. in Education Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S801 Section: 01

Culture, Institutions, and Society Core Seminar (180977)

Natasha Warikoo

2017 Spring (4 Credits)

Schedule: W 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap: 10

This seminar will expose students to major strands of theory and research in culture, society, organizations, and institutions as they connect to education. Students will also grapple with the role of theory in research, developing

skills in embedding empirical questions within theoretical frameworks and debates. The seminar will be organized around four key questions: (1) What is the role of education in society? (2) What is the degree to which structure shapes us as individuals or groups in society, and what is the degree to which our agency--individual or collective--shapes our actions and experiences? (3) Why does racial and class inequality persist despite equal rights legislation and the welfare state? What role does education play in shaping or attenuating inequality, and what are the levers for change? (4) How does the nature of organizations shape the educational experiences of individuals and groups in society? The course will draw from key theoretical and empirical readings in education, sociology, political science, history, anthropology, and organizational behavior.

Permission of instructor required. Enrollment is limited to Ph.D. candidates in the Culture, Institutions, and Society concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research proposal
HGSE: Competencies	develop research questions
HGSE: Pedagogy	research project
HGSE: Content	gender
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	culture
HGSE: Content	diversity equity inclusion
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	reflective writing
HGSE: Content	immigration
HGSE: Content	race/ethnicity
HGSE: Competencies	analyze arguments
HGSE: Content	organizations
HGSE: Competencies	make a presentation

Education S802 Section: 01

Human Development, Learning, and Teaching Core Seminar (180978)

Jon Star

2017 Spring (4 Credits)

Schedule:

W 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

10

The Human Development, Learning, and Teaching (HDLT) core seminar will offer students the opportunity for in-depth exploration of fundamental topics and tensions that relate to the seminar and context of developmental change and learning and teaching. Students in this seminar will identify cross-cutting themes related to learning and development, with the goal of providing theoretical grounding and deepening of knowledge in individual students' areas of interest, as well an introduction to the broader landscape of learning and development as is essential for scholars who will need to situate their own interests within a larger field. Through face-to-face meetings, the study of cases, discussion of seminal scholarship, investigation of educational artifacts (such as classroom video), and drawing on the expertise of HDLT-affiliated faculty, students will grapple with core issues related to learning and development, including the acquisition of language and literacy, understanding of mathematics and science, social-emotional development, and remembering and understanding the past.

Permission of instructor required. Required for, and limited to, first-year doctoral students in Human Development, Learning, and Teaching concentration.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	social development

HGSE: Content	learning differences
HGSE: Content	adult development
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	motivation
HGSE: Competencies	develop research questions
HGSE: Competencies	debate
HGSE: Content	metacognition
HGSE: Competencies	analyze arguments
HGSE: Content	emotional development
HGSE: Content	adolescent development
HGSE: Content	learning and teaching
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	psychology
HGSE: Competencies	write a research article
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	reflective writing
HGSE: Content	early childhood
HGSE: Competencies	facilitate group process
HGSE: Content	career development
HGSE: Competencies	make a presentation
HGSE: Content	developmental psychology
HGSE: Content	child development
HGSE: Content	language and literacy
HGSE: Content	cognitive development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	research project
HGSE: Pedagogy	experiential learning
HGSE: Competencies	write a research proposal
HGSE: Competencies	write a literature review
HGSE: Content	neuroscience
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collaborate
HGSE: Content	classroom instruction
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	socratic discussion

Education S803 Section: 01

Education Policy and Program Evaluation Core Seminar (180979)

David Deming

2017 Spring (4 Credits)

Schedule:

W 1000 AM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

This seminar will expose students to major theories, analytic approaches, and conclusions from the study of policy formation, implementation, and effectiveness in the domains of early childhood, K-12, and postsecondary education, in the United States and internationally. Broadly, the seminar will address three main topics: (1) the social, political, and economic context in which education policy is developed and implemented; (2) the education policy process, from formation to implementation and evaluation; and (3) the evaluation of education policies. While the seminar will not offer formal training in evaluation methods, it will address issues such as potential criteria for program success, the value of evaluations of implementation in addition to those focused on causal impacts on outcomes, and the role of research evidence in the policymaking process. The seminar will also expose students to key findings from evaluations of policies in key areas. A substantial portion of the seminar will consist of case studies of specific policy reforms (e.g., Head Start, No Child Left Behind).

Permission of instructor required. Required for first-year Ph.D. students in the Education Policy and Program

Evaluation concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Content	early childhood
HGSE: Competencies	develop research questions
HGSE: Content	policy
HGSE: Competencies	write a research proposal
HGSE: Content	program evaluation
HGSE: Content	higher education
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion

Education S804 Section: 01

Reading Time for Comprehensive Examination (180980)

Jon Star

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S805Y Section: 01

Proseminar: Partnership in Education Research (PIER) Fellowship (203671)

Thomas Kane

2016 Fall (2 Credits)

Schedule: T 0400 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

(New course.) This yearlong seminar is designed to provide students in the Partnership in Education Research (PIER) Fellowship program an opportunity to learn how to work with school agencies to produce research that both meets high scholarly standards and informs education decision-making. Guest experts will be invited to provide a "director's cut" narrative of how their research projects evolved, as well as the challenges they faced and resolved along the way. This course will also cover the practical skills and knowledge needed to conduct educational research, including topics such as understanding how school agencies are organized, working with an institutional review board, protecting student confidentiality, data cleaning, communicating findings to nontechnical audiences, and understanding grantsmanship.

Permission of instructor required. Enrollment is limited to, and required for, Ph.D. students participating in the PIER Fellowship program.

Class Notes: Course meets bi-weekly.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	statistics
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research ethics
HGSE: Content	action research
HGSE: Content	foundational quantitative methods
HGSE: Competencies	understand data
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	write a research proposal
HGSE: Competencies	analyze arguments
HGSE: Content	research methods
HGSE: Competencies	design a survey instrument
HGSE: Competencies	develop research questions
HGSE: Content	data analysis
HGSE: Content	program evaluation
HGSE: Content	advanced quantitative methods

Education S806Y Section: 01

Proseminar: Partnership in Education Research (PIER) Fellowship (203672)

Thomas Kane

2017 Spring (2 Credits)

Schedule:

M 0400 PM - 0629 PM

Instructor Permissions: None

Enrollment Cap:

10

(New course.) This yearlong seminar is designed to provide students in the Partnership in Education Research (PIER) Fellowship program an opportunity to learn how to work with school agencies to produce research that both meets high scholarly standards and informs education decision-making. Guest experts will be invited to provide a "director's cut" narrative of how their research projects evolved, as well as the challenges they faced and resolved along the way. This course will also cover the practical skills and knowledge needed to conduct educational research, including topics such as understanding how school agencies are organized, working with an institutional review board, protecting student confidentiality, data cleaning, communicating findings to nontechnical audiences, and understanding grantsmanship.

Permission of instructor required. Enrollment is limited to, and required for, Ph.D. students participating in the PIER Fellowship program.

Class Notes: Course will meet bi-weekly.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
HGSE: Content	accountability
HGSE: Competencies	make a presentation
HGSE: Competencies	use quantitative-research software
HGSE: Content	testing
HGSE: Content	school reform
HGSE: Content	assessment
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	team-based learning
HGSE: Content	value added
HGSE: Content	research ethics

HGSE: Content	evaluation
HGSE: Pedagogy	field-based project
HGSE: Content	statistics
HGSE: Content	foundational quantitative methods
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	write a research proposal
HGSE: Competencies	collect quantitative data
HGSE: Content	data analysis
HGSE: Content	program evaluation
HGSE: Pedagogy	research project
HGSE: Pedagogy	problem sets

Education S809Y Section: 01

Colloquium in Culture and Institutions (203686)

Natasha Warikoo

Sarah Dryden Peterson

2016 Fall (1 Credits)

Schedule: M 1200 PM - 0114 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

The Colloquium in Culture and Institutions brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. Approximately once per month, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the monthly program-wide colloquium.

Permission of instructor required. First- and second-year Ph.D. in Education students are required to register for the colloquium related to their concentration. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from a colloquium co-chair before enrolling. S-809Y and S-810Y were formerly yearlong S-810C.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S810Y Section: 01

Colloquium in Culture and Institutions (203943)

Natasha Warikoo

2017 Spring (1 Credits)

Schedule: M 1200 PM - 0114 PM

Instructor Permissions: None

Enrollment Cap: 30

The Colloquium in Culture and Institutions brings together faculty and doctoral students in a community of learning

to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. Approximately once per month, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the monthly program-wide colloquium.

Permission of instructor required. First- and second-year Ph.D. in Education students are required to register for the colloquium related to their concentration. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from a colloquium co-chair before enrolling. S-809Y and S-810Y were formerly yearlong S-810C.

Requirements: Enrollment in this course requires completion of S809Y.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S811Y Section: 01

Colloquium in Education Policy (203944)

James Kim

Luke Miratrix

2016 Fall (2 Credits)

Schedule: M 1200 PM - 0114 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

The Colloquium in Education Policy brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. Approximately once per month, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the monthly program-wide colloquium.

Permission of instructor required. First- and second-year Ph.D. in Education students are required to register for the colloquium related to their concentration. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from a colloquium co-chair before enrolling. S-811Y and S-812Y were formerly yearlong S-810E.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S812Y Section: 01

Colloquium in Education Policy (203688)

*James Kim**Luke Miratrix*

2017 Spring (1 Credits)

Schedule:

M 1200 PM - 0114 PM

Instructor Permissions: None**Enrollment Cap:**

30

The Colloquium in Education Policy brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. Approximately once per month, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the monthly program-wide colloquium.

Permission of instructor required. First- and second-year Ph.D. in Education students are required to register for the colloquium related to their concentration. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from a colloquium co-chair before enrolling. S-811Y and S-812Y were formerly yearlong S-810E.

Requirements: Enrollment in this course requires completion of S811Y.**Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S813Y Section: 01

Colloquium in Learning and Development (203689)

Paola Uccelli

2016 Fall (1 Credits)

Schedule:

M 1200 PM - 0114 PM

Instructor Permissions: Instructor**Enrollment Cap:**

30

The Colloquium in Learning and Development brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. At several points over the year, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is

organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the program-wide colloquia.

Permission of instructor required. First- and second-year Ph.D. in Education students are required to register for the colloquium related to their concentration. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from a colloquium co-chair before enrolling. S-813Y and S-814Y were formerly yearlong S-810H.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S814Y Section: 01

Colloquium in Learning and Development (203690)

Dana McCoy

2017 Spring (1 Credits)

Schedule: M 1200 PM - 0114 PM

Instructor Permissions: None

Enrollment Cap: 30

The Colloquium in Learning and Development brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. At several points over the year, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the program-wide colloquia.

Permission of instructor required. First- and second-year Ph.D. in Education students are required to register for the colloquium related to their concentration. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from a colloquium co-chair before enrolling. S-813Y and S-814Y were formerly yearlong S-810H.

Requirements: Enrollment in this course requires completion of EDU S813Y.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S997 Section: 01

Field Experience: Reflective Inquiry into Professional Practice (180985)

Vicki Jacobs

2017 Spring (4 Credits)

Schedule: M 0200 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap: 45

S-997 provides students in eligible internships with the opportunity to develop the reflective skills and habits of mind necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

Permission of the instructor required. Students must enroll in S-997 by January 22. By January 29, students must complete and submit a confirmation form, indicating that they have secured an eligible internship and can meet other course requirements (including attendance at all five classes). Eligible internships (1) are at least 8 hours/week for a minimum of 11 weeks (beginning no later than February 8 and ending no later than April 29); (2) provide students with contexts that are new to their professional experience (including previous internships); (3) provide students with the opportunity to learn and grow professionally in meaningful ways; (4) expose students to the scope of issues relevant to an organization and its profession; and (5) complement students' academic interests. To locate an internship, students can use a variety of resources including the Internship Information Center (hosted by the HGSE Career Services Office). The Center offers internship postings as well as information about how students can design their own experiences, negotiate internship hours and remuneration, and confirm their internships. Must be taken on a Satisfactory/No Credit basis.

- Class Notes:**
- Class #1: Monday, February 6, 12:00 noon - 2:00 p.m. AND 2:30-4:00 p.m. or 5:00 - 6:30 p.m.
 - Class #2: Monday, February 27, 2:00 - 4:00 p.m.
 - Class #3: Monday, March 20, 2:00 - 4:00 p.m.
 - Class #4: Monday, April 3, 2:00 - 4:00 p.m.
 - Class #5: Monday, April 17, 2:00 - 4:30 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Competencies	identify one's leadership strengths & limitations
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	conduct an interview
HGSE: Competencies	collaborate
HGSE: Pedagogy	discussion sections
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
HGSE: Pedagogy	small-group discussion
HGSE: Content	career development
HGSE: Pedagogy	reflective writing

Education S997 Section: 01

Field Experience: Reflective Inquiry into Professional Practice (180985)

Vicki Jacobs

2016 Fall (4 Credits)

Schedule:

M 0200 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

45

S-997 provides students in eligible internships with the opportunity to develop the reflective skills and habits of mind necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

Permission of the instructor required. Students must enroll in S-997 by August 29. By September 9, students must complete and submit a confirmation form, indicating that they have secured an eligible internship and can meet other course requirements (including attendance at all five classes). Eligible internships (1) are at least 8 hours/week for a minimum of 10 weeks (beginning no later than September 23 and ending no later than December 2); (2) provide students with contexts that are new to their professional experience (including previous internships); (3) provide students with the opportunity to learn and grow professionally in meaningful ways; (4) expose students to the scope of issues relevant to an organization and its profession; and (5) complement students' academic interests. To locate an internship, students can use a variety of resources including the Internship Information Center (hosted by the HGSE Career Services Office). The center offers internship postings as well as information about how students can design their own experiences, negotiate internship hours and remuneration, and confirm their internships. Must be taken on a Satisfactory/No Credit basis.

Class Notes:

- Class #1: Monday, September 19, 12:00 noon - 2:00 p.m. AND 2:30 - 4:00 p.m. or 5:00 - 6:00 p.m.
- Class #2: Monday, October 3, 2:00 - 4:00 p.m.
- Class #3: Monday, October 17, 2:00 - 4:00 p.m.
- Class #4: Monday, October 31, 2:00 - 4:00 p.m.
- Class #5: Monday, November 21, 2:00 - 4:30 p.m.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Content	organizations
HGSE: Competencies	collaborate
HGSE: Pedagogy	internship
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	peer learning
HGSE: Content	career development
HGSE: Competencies	make a presentation
HGSE: Competencies	conduct an interview
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion

Education S997 Section: 02

Field Experience: Reflective Inquiry into Professional Practice (180985)

Steven Seidel

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 35

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Content	career development
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	identify one's leadership strengths & limitations

Education S997 Section: 03

Field Experience: Reflective Inquiry into Professional Practice (180985)

Karen Mapp

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 35

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	conduct an interview
HGSE: Competencies	make a presentation
HGSE: Pedagogy	internship
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	career development
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration

Education S997 Section: 04

Field Experience: Reflective Inquiry into Professional Practice (180985)

James Antony

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

S-997 provides students in eligible internships with the opportunity to develop the reflective skills and habits of mind necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial

assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate
HGSE: Pedagogy	internship
HGSE: Competencies	make a presentation
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	reflective writing
HGSE: Content	career development

Education S997 Section: 05

Field Experience: Reflective Inquiry into Professional Practice (180985)

Richard Weissbourd

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

S-997 provides students in eligible internships with the opportunity to develop the reflective skills and habits of mind necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Competencies	make a presentation
HGSE: Content	career development
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	organizations
HGSE: Pedagogy	internship

Education S997 Section: 06

Field Experience: Reflective Inquiry into Professional Practice (180985)

Vicki Jacobs

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

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Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	internship
HGSE: Content	organizations
HGSE: Content	career development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation

Education S997 Section: 07

Field Experience: Reflective Inquiry into Professional Practice (180985)

Pamela Mason

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Competencies	make a presentation
HGSE: Competencies	identify one's leadership strengths & limitations
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collaborate
HGSE: Content	career development
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	internship

Education S997 Section: 08

Field Experience: Reflective Inquiry into Professional Practice (180985)

Katherine Boles

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 35

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	internship
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

HGSE: Content	career development
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	discussion sections
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	conduct an interview

Education S997 Section: 09

Field Experience: Reflective Inquiry into Professional Practice (180985)

Todd Rose

2016 Fall (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

35

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	internship
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	experiential learning
HGSE: Content	career development
HGSE: Competencies	collaborate
HGSE: Content	organizations

Education S997 Section: 10

Field Experience: Reflective Inquiry into Professional Practice (180985)

Mandy Savitz-Romer

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 35

S-997 provides students in eligible internships with the opportunity to develop the reflective skills and habits of mind necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	career development
HGSE: Pedagogy	internship
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Content	organizations
HGSE: Competencies	collaborate
HGSE: Pedagogy	discussion sections

Education S997 Section: 11

Field Experience: Reflective Inquiry into Professional Practice (180985)

Mary O'Neill

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	experiential learning
HGSE: Content	career development
HGSE: Competencies	identify one's leadership strengths & limitations
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship

Education S997 Section: 12

Field Experience: Reflective Inquiry into Professional Practice (180985)

Joe Blatt

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

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their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Competencies	make a presentation
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Content	career development
HGSE: Competencies	collaborate
HGSE: Pedagogy	internship
HGSE: Content	organizations
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

Education S997 Section: S01

Field Experience: Reflective Inquiry into Professional Practice (180985)

Vicki Jacobs

2016 Fall (4 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

S-997 provides students in eligible internships with the opportunity to develop the reflective skills and habits of mind necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in

classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

Permission of the instructor required. Students must enroll in S-997 by August 29. By September 9, students must complete and submit a confirmation form, indicating that they have secured an eligible internship and can meet other course requirements (including attendance at all five classes). Eligible internships (1) are at least 8 hours/week for a minimum of 10 weeks (beginning no later than September 23 and ending no later than December 2); (2) provide students with contexts that are new to their professional experience (including previous internships); (3) provide students with the opportunity to learn and grow professionally in meaningful ways; (4) expose students to the scope of issues relevant to an organization and its profession; and (5) complement students' academic interests. To locate an internship, students can use a variety of resources including the Internship Information Center (hosted by the HGSE Career Services Office). The center offers internship postings as well as information about how students can design their own experiences, negotiate internship hours and remuneration, and confirm their internships. Must be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	internship
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Content	organizations
HGSE: Content	career development
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Competencies	conduct an interview

Education S997 Section: S02

Field Experience: Reflective Inquiry into Professional Practice (180985)

Vicki Jacobs

2016 Fall (4 Credits)

Schedule:

W 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

S-997 provides students in eligible internships with the opportunity to develop the reflective skills and habits of mind necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives about their work, their organizations, and relationships between theory and practice, they learn how to challenge the validity of their initial assumptions and resolve dissonance between their expectations and new understandings. To do so, students examine the role of reflection in professional inquiry and acquire skills and strategies they use beyond the course to continue to grow and hone their professional practice. A satisfactory grade is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student-practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.

Permission of the instructor required. Students must enroll in S-997 by August 29. By September 9, students must complete and submit a confirmation form, indicating that they have secured an eligible internship and can meet other course requirements (including attendance at all five classes). Eligible internships (1) are at least 8

hours/week for a minimum of 10 weeks (beginning no later than September 23 and ending no later than December 2); (2) provide students with contexts that are new to their professional experience (including previous internships); (3) provide students with the opportunity to learn and grow professionally in meaningful ways; (4) expose students to the scope of issues relevant to an organization and its profession; and (5) complement students' academic interests. To locate an internship, students can use a variety of resources including the Internship Information Center (hosted by the HGSE Career Services Office). The center offers internship postings as well as information about how students can design their own experiences, negotiate internship hours and remuneration, and confirm their internships. Must be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Content	organizations
HGSE: Content	career development

Education S999 Section: A001

Special Reading & Research (Independent Study) (180986)

Lauren Adams

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: None

Enrollment Cap: 25

Topic: (Adams, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: A002

Special Reading & Research (Independent Study) (180986)

Danielle Allen

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Allen, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: A003

Special Reading & Research (Independent Study) (180986)

Andres Alonso

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Alonso, A.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: A004

Special Reading & Research (Independent Study) (180986)

James Antony

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Antony, J.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: B001

Special Reading & Research (Independent Study) (180986)

Felipe Barrera-Osorio

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Barrera-Osorio, F.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: B002

Special Reading & Research (Independent Study) (180986)

William Beardslee

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Beardslee, W.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B003

Special Reading & Research (Independent Study) (180986)

Alisa Berger

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Berger, A.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B004

Special Reading & Research (Independent Study) (180986)

Joe Blatt

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Blatt, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B005

Special Reading & Research (Independent Study) (180986)

Tina Blythe

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Blythe, T.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B006

Special Reading & Research (Independent Study) (180986)

Candice Bocala

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Bocala, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B007

Special Reading & Research (Independent Study) (180986)

Veronica Boix Mansilla

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Boix Mansilla, V.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B008

Special Reading & Research (Independent Study) (180986)

Katherine Boles

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Boles, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B009

Special Reading & Research (Independent Study) (180986)

Rhonda Bondie

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Bondie, R.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B010

Special Reading & Research (Independent Study) (180986)

Dobbin Bookman

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Bookman, D.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: B011

Special Reading & Research (Independent Study) (180986)

Kathryn Boudett

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Boudett, K.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: B012

Special Reading & Research (Independent Study) (180986)

Karen Brennan

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Brennan, K.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: B013

Special Reading & Research (Independent Study) (180986)

Ebony Bridwell-Mitchell

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Bridwell-Mitchell, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: B014

Special Reading & Research (Independent Study) (180986)

Gretchen Brion-Meisels

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Brion-Meisels, G.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: C001

Special Reading & Research (Independent Study) (180986)

Marcus Caimi

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Caimi, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: C002

Special Reading & Research (Independent Study) (180986)

Susan Carey

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Carey, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: C003

Special Reading & Research (Independent Study) (180986)

Joanna Christodoulou

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Christodoulou, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: C004

Special Reading & Research (Independent Study) (180986)

Connie Chung

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Chung, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: C005

Special Reading & Research (Independent Study) (180986)

Elizabeth City

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (City, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: C006

Special Reading & Research (Independent Study) (180986)

Edward Clapp

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Clapp, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: C007

Special Reading & Research (Independent Study) (180986)

David Cohen

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Cohen, D.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: C008

Special Reading & Research (Independent Study) (180986)

Claudia Costin

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Costin, C.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: C009

Special Reading & Research (Independent Study) (180986)

Candice Crawford-Zakian

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Crawford, C.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: D

Special Reading & Research (Independent Study) (180986)

Bruno della Chiesa

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (della Chiesa, B.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D001

Special Reading & Research (Independent Study) (180986)

Samantha Daley

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Daley, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D002

Special Reading & Research (Independent Study) (180986)

Emmerich Davies Escobar

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Davies Escobar, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D003

Special Reading & Research (Independent Study) (180986)

Chris Dede

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Dede, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D004

Special Reading & Research (Independent Study) (180986)

Bruno della Chiesa

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (della Chiesa, B.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D005

Special Reading & Research (Independent Study) (180986)

David Deming

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Deming, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D006

Special Reading & Research (Independent Study) (180986)

David Dockterman

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Dockterman, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D007

Special Reading & Research (Independent Study) (180986)

Sarah Dryden Peterson

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Dryden-Peterson, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: D008

Special Reading & Research (Independent Study) (180986)

Elizabeth Duraisingh

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Duraisingh, E.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: D009

Special Reading & Research (Independent Study) (180986)

Mariam Durrani

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Durrani, M.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: E001

Special Reading & Research (Independent Study) (180986)

Susan Eaton

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Eaton, S.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: E002

Special Reading & Research (Independent Study) (180986)

Drew Echelson

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Echelson, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: E003

Special Reading & Research (Independent Study) (180986)

Hadas Eidelman

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Eidelman, H.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: E004

Special Reading & Research (Independent Study) (180986)

Aaliyah El-Amin

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (El-Amin, A.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: E005

Special Reading & Research (Independent Study) (180986)

Catherine Elgin

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Elgin, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: F001

Special Reading & Research (Independent Study) (180986)

Ronald Ferguson

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Ferguson, R.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: F002

Special Reading & Research (Independent Study) (180986)

Roland Fryer

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Fryer, R.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: F003

Special Reading & Research (Independent Study) (180986)

Jon Fullerton

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Fullerton, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: F004

Special Reading & Research (Independent Study) (180986)

Archon Fung

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Fung, A.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G001

Special Reading & Research (Independent Study) (180986)

Nadine Gaab

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Gaab, N.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: G002

Special Reading & Research (Independent Study) (180986)

Christopher Gabrieli

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Gabrieli, C.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: G003

Special Reading & Research (Independent Study) (180986)

John Gabrieli

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Gabrieli, J.)**Additional Course Attributes:**

Attribute	Value(s)
-----------	----------

Education S999 Section: G004

Special Reading & Research (Independent Study) (180986)

Marshall Ganz

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Ganz, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G005

Special Reading & Research (Independent Study) (180986)

Howard Gardner

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Gardner, H.)

Additional Course Attributes:

Attribute	Value(s)
-----------	----------

Education S999 Section: G006

Special Reading & Research (Independent Study) (180986)

Deborah Garson

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Garson, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G007

Special Reading & Research (Independent Study) (180986)

Ross Gittell

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Gittell, R.)

Additional Course Attributes:

Attribute	Value(s)
-----------	----------

Education S999 Section: G008

Special Reading & Research (Independent Study) (180986)

Jarvis Givens

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Givens, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G009

Special Reading & Research (Independent Study) (180986)

Deborah Goldstein

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Goldstein, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G010

Special Reading & Research (Independent Study) (180986)

Roberto Gonzales

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Gonzales, R.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G011

Special Reading & Research (Independent Study) (180986)

Joshua Goodman

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Goodman, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G012

Special Reading & Research (Independent Study) (180986)

Robert Goodman

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Goodman, R.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: G013

Special Reading & Research (Independent Study) (180986)

Adria Goodson

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Goodson, A.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: G014

Special Reading & Research (Independent Study) (180986)

Daren Graves

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Graves, D.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: G015

Special Reading & Research (Independent Study) (180986)

Michael Gregory

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Gregory, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G016

Special Reading & Research (Independent Study) (180986)

Tina Grotzer

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Grotzer, T.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: G017

Special Reading & Research (Independent Study) (180986)

Betsy McAlister Groves

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Groves, B.)

Additional Course Attributes:

Attribute	Value(s)
-----------	----------

Education S999 Section: G018

Special Reading & Research (Independent Study) (180986)

Gregory Gunn

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Gunn, G.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H001

Special Reading & Research (Independent Study) (180986)

Houman Harouni

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Harouni, H.)

Additional Course Attributes:

Attribute	Value(s)
-----------	----------

Education S999 Section: H002

Special Reading & Research (Independent Study) (180986)

Paul Harris

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Harris, P.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H003

Special Reading & Research (Independent Study) (180986)

Helen Haste

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Haste, H.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H004

Special Reading & Research (Independent Study) (180986)

Thomas Hehir

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Hehir, T.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H005

Special Reading & Research (Independent Study) (180986)

Noah Heller

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Heller, N.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: H006

Special Reading & Research (Independent Study) (180986)

Deborah Helsing

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Helsing, D.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: H007

Special Reading & Research (Independent Study) (180986)

Frederick Hess

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Hess, F.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: H008

Special Reading & Research (Independent Study) (180986)

Monica Higgins

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Higgins, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H009

Special Reading & Research (Independent Study) (180986)

Heather Hill

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Hill, H.)

Additional Course Attributes:

Attribute	Value(s)
-----------	----------

Education S999 Section: H010

Special Reading & Research (Independent Study) (180986)

Nancy Hill

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Hill, N.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H011

Special Reading & Research (Independent Study) (180986)

Christina Hinton

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Hinton, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H012

Special Reading & Research (Independent Study) (180986)

Andrew Ho

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Ho, A.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H013

Special Reading & Research (Independent Study) (180986)

Jennifer Hochschild

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Hochschild, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H014

Special Reading & Research (Independent Study) (180986)

Nancy Hoffman

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Hoffman, N.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H015

Special Reading & Research (Independent Study) (180986)

James Honan

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Honan, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: H016

Special Reading & Research (Independent Study) (180986)

Haiyan Hua

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Hua, H.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: I001

Special Reading & Research (Independent Study) (180986)

Robert Iuliano

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Iuliano, R.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: J001

Special Reading & Research (Independent Study) (180986)

Vicki Jacobs

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Jacobs, V.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: J002

Special Reading & Research (Independent Study) (180986)

Carrie James

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (James, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: J003

Special Reading & Research (Independent Study) (180986)

Deborah Jewell-Sherman

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Jewell-Sherman, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: J004

Special Reading & Research (Independent Study) (180986)

Stephanie Jones

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Jones, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: K001

Special Reading & Research (Independent Study) (180986)

David Kahle

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Kahle, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: K002

Special Reading & Research (Independent Study) (180986)

Joseph Kalt

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Kalt, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: K003

Special Reading & Research (Independent Study) (180986)

Thomas Kane

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Kane, T.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: K004

Special Reading & Research (Independent Study) (180986)

Tarun Khanna

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Khanna, T.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: K005

Special Reading & Research (Independent Study) (180986)

James Kim

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Kim, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: K006

Special Reading & Research (Independent Study) (180986)

Josephine Kim

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Kim, J.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: K007

Special Reading & Research (Independent Study) (180986)

Daniel Koretz

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Koretz, D.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: L001

Special Reading & Research (Independent Study) (180986)

Lisa Lahey

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Lahey, L.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: L002

Special Reading & Research (Independent Study) (180986)

Erin Lane

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Lane, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L003

Special Reading & Research (Independent Study) (180986)

Sara Lawrence-Lightfoot

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Lawrence-Lightfoot, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L004

Special Reading & Research (Independent Study) (180986)

Kathryn Leech

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Leech, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L005

Special Reading & Research (Independent Study) (180986)

Sarah Leibel

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Leibel, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L006

Special Reading & Research (Independent Study) (180986)

Holly Lem

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Lem, H.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L007

Special Reading & Research (Independent Study) (180986)

Nonie Lesaux

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Lesaux, N.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L008

Special Reading & Research (Independent Study) (180986)

Meira Levinson

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Levinson, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L009

Special Reading & Research (Independent Study) (180986)

Irene Liefshitz

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Liefshitz, I.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L010

Special Reading & Research (Independent Study) (180986)

Richard Light

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Light, R.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: L011

Special Reading & Research (Independent Study) (180986)

Dejian Liu

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Liu, D.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: L012

Special Reading & Research (Independent Study) (180986)

Bridget Long

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Long, B.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: L013

Special Reading & Research (Independent Study) (180986)

2016 Fall (4 Credits)

Schedule:**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Loyd, A.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: L014

Special Reading & Research (Independent Study) (180986)

Gigi Luk

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Luk, G.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M001

Special Reading & Research (Independent Study) (180986)

Stephen Mahoney

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Mahoney, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M002

Special Reading & Research (Independent Study) (180986)

David Malan

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Malan, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M003

Special Reading & Research (Independent Study) (180986)

Karen Mapp

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Mapp, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M004

Special Reading & Research (Independent Study) (180986)

Pamela Mason

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Mason, P.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M005

Special Reading & Research (Independent Study) (180986)

Kiernan Mathews

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Mathews, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M006

Special Reading & Research (Independent Study) (180986)

Eric Mazur

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Mazur, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M007

Special Reading & Research (Independent Study) (180986)

Timothy McCarthy

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (McCarthy, T.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: M008

Special Reading & Research (Independent Study) (180986)

Dana McCoy

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (McCoy, D.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: M009

Special Reading & Research (Independent Study) (180986)

Metta McGarvey

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (McGarvey, M.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: M010

Special Reading & Research (Independent Study) (180986)

Eileen McGowan

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (McGowan, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M011

Special Reading & Research (Independent Study) (180986)

Judith McLaughlin

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (McLaughlin, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M012

Special Reading & Research (Independent Study) (180986)

Julian McNeil

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (McNeil, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M013

Special Reading & Research (Independent Study) (180986)

Jal Mehta

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Mehta, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M014

Special Reading & Research (Independent Study) (180986)

Louis Menand

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Menand, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M015

Special Reading & Research (Independent Study) (180986)

Katherine K. Merseth

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Merseth, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M016

Special Reading & Research (Independent Study) (180986)

Lisa Messina

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Messina, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M017

Special Reading & Research (Independent Study) (180986)

Matthew Miller

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Miller, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: M018

Special Reading & Research (Independent Study) (180986)

Martha Minow

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Minow, M.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: M019

Special Reading & Research (Independent Study) (180986)

Luke Miratrix

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Miratrix, L.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: M020

Special Reading & Research (Independent Study) (180986)

Maria Mody

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Mody, M.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: M021

Special Reading & Research (Independent Study) (180986)

Andrew Moffit

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Moffit, A.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: N001

Special Reading & Research (Independent Study) (180986)

Linda Nathan

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Nathan, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: N002

Special Reading & Research (Independent Study) (180986)

Charles Nelson

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Nelson, III, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: N003

Special Reading & Research (Independent Study) (180986)

Elisa New

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (New, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: N004

Special Reading & Research (Independent Study) (180986)

Dennis Norman

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Norman, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: O001

Special Reading & Research (Independent Study) (180986)

Mary O'Neill

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (O'Neill, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: P001

Special Reading & Research (Independent Study) (180986)

Victor Pereira

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Pereira, V.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: P002

Special Reading & Research (Independent Study) (180986)

Todd Pittinsky

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Pittinsky, T.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R001

Special Reading & Research (Independent Study) (180986)

Gabrielle Schlichtmann

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Rappolt-Schlichtmann, G.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: R002

Special Reading & Research (Independent Study) (180986)

Christine Reich

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Reich, C.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: R003

Special Reading & Research (Independent Study) (180986)

Fernando Reimers

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Reimers, F.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: R004

Special Reading & Research (Independent Study) (180986)

Julie Reuben

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Reuben, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R005

Special Reading & Research (Independent Study) (180986)

S. Paul Reville

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Reville, S.P.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R006

Special Reading & Research (Independent Study) (180986)

Noel Reyes

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Reyes, N.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R007

Special Reading & Research (Independent Study) (180986)

John Richards

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Richards, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R008

Special Reading & Research (Independent Study) (180986)

Lolly Robinson

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Robinson, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R009

Special Reading & Research (Independent Study) (180986)

Rebecca Rolland

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Rolland, R.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R010

Special Reading & Research (Independent Study) (180986)

David Rose

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Rose, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R011

Special Reading & Research (Independent Study) (180986)

Todd Rose

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Rose, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R012

Special Reading & Research (Independent Study) (180986)

Yigal Rosen

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Rosen, Y.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: R013

Special Reading & Research (Independent Study) (180986)

2016 Fall (4 Credits)

Schedule:**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Rowe, M.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: R014

Special Reading & Research (Independent Study) (180986)

Noah Rubin

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Rubin, N.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: R015

Special Reading & Research (Independent Study) (180986)

James Ryan

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Ryan, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: R016

Special Reading & Research (Independent Study) (180986)

Karoline Ryan

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Ryan, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S001

Special Reading & Research (Independent Study) (180986)

Mandy Savitz-Romer

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Savitz-Romer, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S002

Special Reading & Research (Independent Study) (180986)

Laura Schifter

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Schifter, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S003

Special Reading & Research (Independent Study) (180986)

Bertrand Schneider

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Schneider, B.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S004

Special Reading & Research (Independent Study) (180986)

Rhoda Schneider

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Schneider, R.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S005

Special Reading & Research (Independent Study) (180986)

Lisa Schneier

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Schneier, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S006

Special Reading & Research (Independent Study) (180986)

Irvin Scott

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Scott, I.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S007

Special Reading & Research (Independent Study) (180986)

Steven Seidel

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Seidel, S.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: S008

Special Reading & Research (Independent Study) (180986)

Robert Selman

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Selman, R.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: S009

Special Reading & Research (Independent Study) (180986)

Eric Shed

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Shed, E.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: S010

Special Reading & Research (Independent Study) (180986)

Jack Shonkoff

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Shonkoff, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S011

Special Reading & Research (Independent Study) (180986)

Beth Simpson

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Simpson, B.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S012

Special Reading & Research (Independent Study) (180986)

Karl Sineath

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Sineath, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S013

Special Reading & Research (Independent Study) (180986)

Judith Singer

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Singer, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S014

Special Reading & Research (Independent Study) (180986)

Christina Smiraglia

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Smiraglia, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S015

Special Reading & Research (Independent Study) (180986)

Catherine Snow

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Snow, C.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S016

Special Reading & Research (Independent Study) (180986)

Nancy Sommers

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Sommers, N.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S017

Special Reading & Research (Independent Study) (180986)

Elizabeth Spelke

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Spelke, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: S018

Special Reading & Research (Independent Study) (180986)

Jon Star

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Star, J.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: S019

Special Reading & Research (Independent Study) (180986)

Kaia Stern

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Stern, K.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: T001

Special Reading & Research (Independent Study) (180986)

Lynette Tannis

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Tannis, L.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: T002

Special Reading & Research (Independent Study) (180986)

Eric Taylor

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Taylor, E.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T003

Special Reading & Research (Independent Study) (180986)

Lee Teitel

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Teitel, L.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T004

Special Reading & Research (Independent Study) (180986)

Shari Tishman

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Tishman, S.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T005

Special Reading & Research (Independent Study) (180986)

Terrence Tivnan

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Tivnan, T.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T006

Special Reading & Research (Independent Study) (180986)

Gillien Todd

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Todd, G.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T007

Special Reading & Research (Independent Study) (180986)

Barbara Treacy

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Treacy, B.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T008

Special Reading & Research (Independent Study) (180986)

Kimberly Truong

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Truong, K.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T009

Special Reading & Research (Independent Study) (180986)

Michael Tushman

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Tushman, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: T010

Special Reading & Research (Independent Study) (180986)

Michael Tutwiler

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Tutwiler, M.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: U001

Special Reading & Research (Independent Study) (180986)

Paola Uccelli

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Uccelli, P.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: V001

Special Reading & Research (Independent Study) (180986)

Christina Villarreal

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Villarreal, C.)**Additional Course Attributes:**

Attribute	Value(s)
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Education S999 Section: W001

Special Reading & Research (Independent Study) (180986)

Marcus Walker

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25**Topic:** (Walker, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: W002

Special Reading & Research (Independent Study) (180986)

Natasha Warikoo

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Warikoo, N.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: W003

Special Reading & Research (Independent Study) (180986)

Richard Weissbourd

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (Weissbourd, R.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: W004

Special Reading & Research (Independent Study) (180986)

Martin West

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Topic: (West, M.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: W005

Special Reading & Research (Independent Study) (180986)

Daniel Wilson

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Wilson, D.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: W006

Special Reading & Research (Independent Study) (180986)

William Wisser

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Wisser, W.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: Z001

Special Reading & Research (Independent Study) (180986)

Jacqueline Zeller

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Zeller, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education S999 Section: Z002

Special Reading & Research (Independent Study) (180986)

Joseph Zolner

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Topic: (Zolner, J.)

Additional Course Attributes:

Attribute	Value(s)
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Education T002 Section: 01

Critical Race Theory in Education (180988)

*Daren Graves**Kimberly Truong*

2016 Fall (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This course focuses on the epistemological, methodological, and pedagogical uses of critical race theory (CRT) in the examination and deconstruction of race-based educational disparities and inequalities in K-12 and postsecondary education. The overarching goals of the course will be to examine the utility of CRT as a theoretical framework in (1) interrogating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. The course will begin by looking at CRT's roots in critical legal studies. The course will then explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African-Americans and others society deems as Black. In doing so, students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color, including Latinos, Asians, and Native Indians, and the use of CRT to examine Whiteness. Students will also investigate issues of epistemology and research methodology in CRT, which will ultimately be useful as they then examine the experiences of students of color in the K-12 and higher education realms through a CRT lens, and the potential uses of CRT in research, teacher education, and the teaching and learning process writ large.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T002 Section: S01

Critical Race Theory in Education (180988)

Daren Graves

2016 Fall (4 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: None**Enrollment Cap:**

0

This course focuses on the epistemological, methodological, and pedagogical uses of critical race theory (CRT) in the examination and deconstruction of race-based educational disparities and inequalities in K-12 and postsecondary education. The overarching goals of the course will be to examine the utility of CRT as a theoretical framework in (1) interrogating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. The course will begin by looking at CRT's roots in critical legal studies. The course will then explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African-Americans and others society deems as Black. In doing so, students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color, including Latinos, Asians, and Native Indians, and the use of CRT to examine Whiteness. Students will also investigate issues of epistemology and research methodology in CRT, which will ultimately be useful as they then examine the experiences of students of color in the K-12 and higher education realms through a CRT lens, and the potential uses of CRT in research, teacher education, and the teaching and learning process writ large.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T002 Section: S02

Critical Race Theory in Education (180988)

Daren Graves

2016 Fall (4 Credits)

Schedule:

W 0515 PM - 0555 PM

Instructor Permissions: None**Enrollment Cap:**

0

This course focuses on the epistemological, methodological, and pedagogical uses of critical race theory (CRT) in the examination and deconstruction of race-based educational disparities and inequalities in K-12 and postsecondary education. The overarching goals of the course will be to examine the utility of CRT as a theoretical framework in (1) interrogating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. The course will begin by looking at CRT's roots in critical legal studies. The course will then explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African-Americans and others society deems as Black. In doing so, students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color, including Latinos, Asians, and Native Indians, and the use of CRT to examine Whiteness. Students will also investigate issues of epistemology and research methodology in CRT, which will ultimately be useful as they then examine the experiences of students of color in the K-12 and higher education realms through a CRT lens, and the potential uses of CRT in research, teacher education, and the teaching and learning process writ large.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T004 Section: 01

Ethnic Studies and Education (180989)

Christina Villarreal

2016 Fall (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This course introduces students to the origins, epistemologies, key concepts, and central questions of the academic field of ethnic studies, while applying these concepts and questions to our own educational experiences, and the various realms of education in which we currently work. The course begins with an examination of key events in early U.S. history through a comparative, multicultural lens, followed by analyses of contemporary issues faced by practitioners working in 21st century educational contexts. Topics will include, but are not limited to: race, ethnicity, migration, labor, imperialism, social movements, structural inequities and violence in educational institutions and contexts, power, agency, community action and social change. We will work together to develop a stronger sense of our respective pasts in order to better understand, critique, and contextualize our present. We will focus on applications to the practice of education, from classroom teaching to school leadership, so that we are equipped to reflect upon and improve our work as educational practitioners, scholars, and activists. Students will pursue professionally relevant individual or group projects applying the lens of ethnic studies to curricular, pedagogical, leadership, or other field-based practices in education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T004 Section: S01

Ethnic Studies and Education (180989)

Christina Villarreal

2016 Fall (4 Credits)

Schedule:

R 0130 PM - 0210 PM

Instructor Permissions: None**Enrollment Cap:**

0

This course introduces students to the origins, epistemologies, key concepts, and central questions of the academic field of ethnic studies, while applying these concepts and questions to our own educational experiences, and the various realms of education in which we currently work. The course begins with an examination of key events in early U.S. history through a comparative, multicultural lens, followed by analyses of contemporary issues faced by practitioners working in 21st century educational contexts. Topics will include, but are not limited to: race, ethnicity, migration, labor, imperialism, social movements, structural inequities and violence in educational institutions and contexts, power, agency, community action and social change. We will work together to develop a stronger sense of our respective pasts in order to better understand, critique, and contextualize our present. We will focus on applications to the practice of education, from classroom teaching to school leadership, so that we are equipped to reflect upon and improve our work as educational practitioners, scholars, and activists. Students will pursue professionally relevant individual or group projects applying the lens of ethnic studies to curricular, pedagogical, leadership, or other field-based practices in education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T004 Section: S02

Ethnic Studies and Education (180989)

Christina Villarreal

2016 Fall (4 Credits)

Schedule:

R 0215 PM - 0255 PM

Instructor Permissions: None**Enrollment Cap:**

0

This course introduces students to the origins, epistemologies, key concepts, and central questions of the academic field of ethnic studies, while applying these concepts and questions to our own educational experiences, and the various realms of education in which we currently work. The course begins with an examination of key events in early U.S. history through a comparative, multicultural lens, followed by analyses of contemporary issues faced by practitioners working in 21st century educational contexts. Topics will include, but are not limited to: race, ethnicity, migration, labor, imperialism, social movements, structural inequities and violence in educational institutions and contexts, power, agency, community action and social change. We will work together to develop a stronger sense of our respective pasts in order to better understand, critique, and contextualize our present. We will focus on applications to the practice of education, from classroom teaching to school leadership, so that we are equipped to reflect upon and improve our work as educational practitioners, scholars, and activists. Students will pursue professionally relevant individual or group projects applying the lens of ethnic studies to curricular, pedagogical, leadership, or other field-based practices in education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T006 Section: 01

Adult Development (180993)

Deborah Helsing

2017 Spring (4 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

What types of growth and change are possible in adulthood? Until recently, most researchers suggested that who we were in our 20s was not very different than who we would be in our 70s. But that answer has changed dramatically in recent years, and the possibilities for profound growth and change over the course of our adult lives is now well-documented and widely accepted. This course is a context for considering a variety of theoretical and practical questions, including: How does adult development theory define concepts like maturity and wisdom? Are there common features of the adult trajectory that apply across the diversities of gender, class, ethnicity? What types of developmental demands do we face in modern life? Can we intentionally foster development in adulthood, and if so, how? Evaluation will be based on brief written exercises during the semester and a concentrated end-of-term paper. Weekly discussion section is required and already included in the three hour time block.

Required for Ed.M. students in the Language and Literacy Program's Literacy Coach Strand. No prerequisites; no prior background in psychology is necessary. Those interested in exploring their own growth and development in adulthood and/or who are interested in processes for supporting the growth of other adults are encouraged to enroll.

Class Notes:

Required, weekly, one-hour section will meet on Friday, 11:00 a.m. - 12:00 noon.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Pedagogy	multimedia texts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	coaching
HGSE: Pedagogy	discussion sections
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	developmental psychology

Education T008 Section: 01

Power and Pedagogy: Self, Society, and Transformation (180994)

Houman Harouni

2017 Spring (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

50

The purpose of this course is to help students place themselves in relation to fundamental problems in the practice and theory of education. The course focuses on dilemmas that arise from contradictions at the core of contemporary society and that cannot be solved through simple reasoning or by applying so-called "best practices." These contradictions involve class, identity and other relations within inherently hierarchical structures: Schooling, which acts as a channel to economic access, at the same time functions as a chief social stratifier; the educator who tries to give his or her students better access to positions of power, at the same time reincorporates the students into the oppressive structures that marginalized them; identity, which is a concept that helps preserve culture and historical experience, at the same time is a vicious administrative category that can obscure thought and humanity. Because structures that form such contradictions also form the way we perceive and act upon the world, the individual tends either to willfully ignore the dilemmas or else experience them in a fractured way that leads to excessive hope or excessive despair. In this course we use critical theory, political economy, and psychology to reevaluate such problems. This course engages students in a process that is intellectual and experiential, individual and collective, theoretical and practical. The aim is to use a rigorous process of inquiry to hold the complexity of our problems and arrive at new, radical modes of interaction. The course pedagogy mirrors this process and is tailored

to the particular experience of the students. Issues discussed include the role of class, race, institutions, politics, and media in education. We will closely study the works of Paulo Freire, James Baldwin, Michel Foucault, Linda Kauffman, the Frankfurt School, and Karl Marx, among other writers and philosophers from a wide range of backgrounds.

Permission of instructor required. Enrollment is limited. Ed.M. students in the Higher Education Program given preference. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	critical theory
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Competencies	think strategically
HGSE: Competencies	write a research/analytic paper
HGSE: Content	group dynamics
HGSE: Content	social contexts
HGSE: Competencies	develop research questions
HGSE: Competencies	debate
HGSE: Competencies	develop a theory of action
HGSE: Competencies	engage in difficult conversations
HGSE: Content	leadership
HGSE: Competencies	analyze arguments
HGSE: Content	learning and teaching
HGSE: Content	history
HGSE: Content	values
HGSE: Content	culture
HGSE: Content	ethics
HGSE: Content	race/ethnicity
HGSE: Pedagogy	case-method learning
HGSE: Content	politics
HGSE: Content	decision-making
HGSE: Content	teachers
HGSE: Content	identity
HGSE: Content	pedagogy
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	reflective writing

Education T010C Section: 01

Education for Liberation: Practice-Based Clinic (203732)

Aaliyah El-Amin

2017 Spring (2 Credits)

Schedule:

F 0130 PM - 0329 PM

Instructor Permissions: Instructor

Enrollment Cap:

12

(New course.) Educating with the intention of directly challenging oppressive forces is important and difficult. Yet, educators rarely have enough dedicated time to engage in a cycle of ongoing practice and feedback. This six-week clinical module is designed to give students who have taken T-014 or are currently enrolled in T-014, an additional opportunity to practice the skills of leading, facilitating or designing liberation-based interventions (curriculum, professional development workshops, etc.) in a collaborative, critical, and reflection-based environment. For the first three weeks, students will practice foundational skills of critical education using scenarios, simulations, role-plays, and other intensive experiential exercises focused on two core concepts in T-014: building racial/ethnic identity and fostering critical consciousness. Skills may include but are not limited to (1) responding to challenging student inquiries about racial identity, (2) building racial/ethnic identity in diverse environments, (3) explaining systemic and

institutional racism to diverse audience, and (4) navigating opposition to critical consciousness-building. During the second three weeks of the clinic, participants will engage in a cycle of design, feedback, execution, and feedback for an original liberation-based project of their choosing. Participants may either deliver a portion of their intervention (i.e., unit plan, teacher professional development, staff meeting, guidance program, or difficult conversation) for the clinic or implement their intervention in an existing site and bring "artifacts" back to the clinic for reflection and feedback.

Permission of instructor required. Enrollment is limited to 12. Enrollment is limited to those with prior or current enrollment in T-014 required. The module, whether as teachers, school leaders, counselors, or other education professionals. Enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	curriculum development
HGSE: Competencies	develop curriculum
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Content	critical theory
HGSE: Content	pedagogy
HGSE: Content	race/ethnicity
HGSE: Pedagogy	curriculum-design project
HGSE: Content	social justice
HGSE: Content	learning and teaching
HGSE: Competencies	make a presentation
HGSE: Competencies	deliver instruction
HGSE: Content	identity
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	experiential learning
HGSE: Competencies	design a lesson
HGSE: Competencies	lead a counseling session
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	ethnic studies
HGSE: Pedagogy	peer learning

Education T010T Section: 01

Helping Others to Make Transformational Change: The Immunity-to-Change Approach (203620)

Deborah Helsing

2017 Spring (2 Credits)

Schedule:

T 1000 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

(New course.) This module focuses on supporting the use of the Immunity-to-Change (ITC) approach, a set of tools designed by Robert Kegan and Lisa Lahey to support personal and professional development as well as psychological transformation. Participants will apply the tools to their own growth aspirations and work with a practice partner to support that person in diagnosing and overturning an immunity to change. In their practice, conversation, and written work, students will apply the full arc of ITC exercises, learn how to respond to challenges that frequently arise for participants, and consider how to integrate this approach flexibly into their professional roles (e.g., leadership, teaching, coaching, consulting, counseling, therapy). Throughout, we will explore the connections between the ITC approach and its theoretical base, Kegan's theory of adult development.

Permission of instructor required. Enrollment is limited to students with prior or concurrent coursework in adult

development or its equivalent (e.g., T-006, enrollment in the Ed.L.D. program, etc.) Must be taken on a Satisfactory / No Credit basis.

Class Notes: Class will meet on alternate weeks: January 24, February 7 and 21, March 7 and 21, and April 4 and 18.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T014 Section: 01

Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (180999)

Aaliyah El-Amin

2017 Spring (4 Credits)

Schedule: M 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap: 40

The persistence of inequality and oppression in the United States, specifically along racial lines, is clear: Racism is an ugly tear in the fabric of American society. Schools, a dominant social and political institution, create and enforce racial meaning. Just as schools have the power to perpetuate racist frames and ideologies, schools also have a unique opportunity to equip students with the tools to envision and create a more just society. Based in critical theory and critical pedagogy--approaches that involve explicitly identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic oppression--this course assumes that schools can and should prepare young people to deconstruct and dismantle racist forces. Thus, the course covers the concepts and tools that can be developed in schools and support youth of color to not only be resilient to (recover quickly or withstand), but also resist (take action in opposition to) racist conditions. Concepts explored in depth include: a strong sense of racial-ethnic identity, collective obligation, critical consciousness, and activism. We will first examine how schools and education organizations work to cultivate each of these concepts through practice-based strategies such as: intentionally racially homogenous schools, youth participatory action research, critical literacy, ethnic studies, and critical arts. We will then examine concepts that both students of color and all educators need to understand in order to be unwavering agents of change for racial justice in challenging contexts, such as hope. Finally, we will discuss strategies for consciousness-raising with white students. As a culminating project, students will design and present new education-based, anti-racist interventions.

Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Content	classroom instruction
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	critical theory
HGSE: Content	learning and teaching
HGSE: Content	community
HGSE: Competencies	collaborate
HGSE: Pedagogy	lecture
HGSE: Content	identity
HGSE: Competencies	develop curriculum
HGSE: Content	advocacy
HGSE: Competencies	make a presentation
HGSE: Competencies	deliver instruction
HGSE: Competencies	develop a theory of action
HGSE: Competencies	engage in difficult conversations

HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a lesson
HGSE: Content	pedagogy
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	reflective writing
HGSE: Content	ethnic studies
HGSE: Content	arts
HGSE: Content	race/ethnicity

Education T015Y Section: 01

Equity in Practice (Part I): Exploring the Self in Relation to Race, Power, and Education (203624)

Candice Bocala

Gretchen Brion-Meisels

Aaliyah El-Amin

2016 Fall (2 Credits)

Schedule:

R 1000 AM - 1129 AM

Instructor Permissions: Instructor

Enrollment Cap:

60

(New course.) Leadership in education requires addressing systemic inequities on the basis of race. The premise of this first of two companion courses is that we have an individual and collective obligation to advance the work of racial equity, whether as school leaders, college administrators, teachers, counselors, entrepreneurs, researchers, policy-makers, designers, or other educational leaders; and, that in order to advance this work, we must begin by understanding our own experiences with identity and power. How can understanding our own and others' complex identities--and the power structures that often shape our life experiences--enhance our effectiveness in educational roles? In what ways do our personal experiences influence our professional work? Through a range of activities and experiences, including seminar discussions and small-group peer-learning "pods," we will explore our own racial identities in educational settings and the ways that our particular positionalities impact how we make meaning of each other, the world, and the work. Taking a practice-oriented approach informed by adult-development theory, we will explore our own life experiences, touching on topics such as: racial identity development, implicit and explicit bias, privilege, stereotype threat, "covering," intergroup relations, anti-racism, reflective practice, and leadership through public narrative. To both support and demonstrate their learning, students will complete a series of modest, practice-based field "tests" and develop a public narrative related to their professional identity.

Permission of instructors required. Enrollment is limited. Especially welcoming to students early in their understanding of how their own and others' racial identities might impact their effectiveness as education professionals. In the event that interest exceeds available spaces, a lottery will be conducted. (T-015Y can be taken alone or in conjunction with T-016Y in Spring 2017.) Enrollment procedure will be posted on course website.

Class Notes:

Meets weekly for 90 minutes in one of three formats: whole-class sessions, seminar group meetings, or small-group pod meetings. Additional pod meetings to be arranged outside of class.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	race/ethnicity
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	experiential learning

HGSE: Content	culture
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social contexts
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Content	history
HGSE: Content	social development
HGSE: Content	values
HGSE: Content	adult development
HGSE: Pedagogy	discussion sections
HGSE: Content	social justice
HGSE: Content	community
HGSE: Pedagogy	simulation/role play

Education T015Y Section: S01

Equity in Practice (Part I): Exploring the Self in Relation to Race, Power, and Education (203624)

Candice Bocala

2016 Fall (0 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) Leadership in education requires addressing systemic inequities on the basis of race. The premise of this first of two companion courses is that we have an individual and collective obligation to advance the work of racial equity, whether as school leaders, college administrators, teachers, counselors, entrepreneurs, researchers, policy-makers, designers, or other educational leaders; and, that in order to advance this work, we must begin by understanding our own experiences with identity and power. How can understanding our own and others' complex identities--and the power structures that often shape our life experiences--enhance our effectiveness in educational roles? In what ways do our personal experiences influence our professional work? Through a range of activities and experiences, including seminar discussions and small-group peer-learning "pods," we will explore our own racial identities in educational settings and the ways that our particular positionalities impact how we make meaning of each other, the world, and the work. Taking a practice-oriented approach informed by adult-development theory, we will explore our own life experiences, touching on topics such as: racial identity development, implicit and explicit bias, privilege, stereotype threat, "covering," intergroup relations, anti-racism, reflective practice, and leadership through public narrative. To both support and demonstrate their learning, students will complete a series of modest, practice-based field "tests" and develop a public narrative related to their professional identity.

Permission of instructors required. Enrollment is limited. Especially welcoming to students early in their understanding of how their own and others' racial identities might impact their effectiveness as education professionals. In the event that interest exceeds available spaces, a lottery will be conducted. (T-015Y can be taken alone or in conjunction with T-016Y in Spring 2017.) Enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Content	values
HGSE: Content	social contexts
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	community
HGSE: Competencies	engage in difficult conversations
HGSE: Content	adult development
HGSE: Content	race/ethnicity
HGSE: Content	history
HGSE: Content	social development

HGSE: Pedagogy	discussion sections
HGSE: Content	diversity equity inclusion
HGSE: Content	social justice
HGSE: Content	culture
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

Education T015Y Section: S02

Equity in Practice (Part I): Exploring the Self in Relation to Race, Power, and Education (203624)

Candice Bocala

2016 Fall (0 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

(New course.) Leadership in education requires addressing systemic inequities on the basis of race. The premise of this first of two companion courses is that we have an individual and collective obligation to advance the work of racial equity, whether as school leaders, college administrators, teachers, counselors, entrepreneurs, researchers, policy-makers, designers, or other educational leaders; and, that in order to advance this work, we must begin by understanding our own experiences with identity and power. How can understanding our own and others' complex identities--and the power structures that often shape our life experiences--enhance our effectiveness in educational roles? In what ways do our personal experiences influence our professional work? Through a range of activities and experiences, including seminar discussions and small-group peer-learning "pods," we will explore our own racial identities in educational settings and the ways that our particular positionalities impact how we make meaning of each other, the world, and the work. Taking a practice-oriented approach informed by adult-development theory, we will explore our own life experiences, touching on topics such as: racial identity development, implicit and explicit bias, privilege, stereotype threat, "covering," intergroup relations, anti-racism, reflective practice, and leadership through public narrative. To both support and demonstrate their learning, students will complete a series of modest, practice-based field "tests" and develop a public narrative related to their professional identity.

Permission of instructors required. Enrollment is limited. Especially welcoming to students early in their understanding of how their own and others' racial identities might impact their effectiveness as education professionals. In the event that interest exceeds available spaces, a lottery will be conducted. (T-015Y can be taken alone or in conjunction with T-016Y in Spring 2017.) Enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	values
HGSE: Content	diversity equity inclusion
HGSE: Content	history
HGSE: Content	culture
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Content	social justice
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social contexts
HGSE: Competencies	practice equity and inclusion
HGSE: Content	race/ethnicity
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	adult development
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	community

HGSE: Content	social development
HGSE: Pedagogy	small-group discussion

Education T016Y Section: 01

Equity in Practice (Part II): Addressing Race and Power in Education Settings (203625)

Candice Bocala

Gretchen Brion-Meisels

Aaliyah El-Amin

2017 Spring (2 Credits)

Schedule:

M 0200 PM - 0329 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Leadership in education requires addressing systemic inequities on the basis of race. The premise of this second of two companion courses is that we have an individual and collective obligation to advance the work of racial equity, whether as school leaders, college administrators, teachers, counselors, entrepreneurs, researchers, policy-makers, designers, or other educational leaders; and, that in order to embody this work we must build a toolkit of pedagogical and interpersonal strategies that decrease racial inequity and change the systems that perpetuate racial injustice. What do practices that advance racial equity look like in schools and systems from the perspective of planning, capacity-building, implementation, and sustainability? How can we effectively address systems that create and perpetuate disadvantage on the basis of race? Through a range of activities and experiences, including seminar discussions, small-group peer-learning "pods," and engagement with leaders from the field, we will explore a range of concrete practices, successful initiatives, leadership approaches, and team-based tools for advancing racial justice at multiple levels of educational organizations. Taking a practice-oriented approach informed by adult-development theory, we will use cases, role play and simulation, and consultancies, in our learning. Students will develop a portfolio of artifacts tied to their professional goals and share their learning in an end-of-course community event..

Permission of instructors required. Enrollment is limited. Prerequisite: T-015Y or another introductory course that explores the intersection of racial identity and education practice (such as T-002, T-004, T-210K, A-310H, L-106, or another course) or equivalent prior professional training or experience. It is critical that students who enroll in T-016Y have taken the time to explore their own racial identity development prior to entering the class. In the event that interest exceeds available spaces, a lottery will be conducted. Enrollment procedure will be posted on course website.

Class Notes:

Meets weekly for 90 minutes in one of three formats: whole-class sessions, seminar group meetings, or small-group pod meetings. Additional pod meetings to be arranged outside of class.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	social justice
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social contexts
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
HGSE: Content	race/ethnicity
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	peer learning

Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2016 Fall (4 Credits)

Schedule:

W 0100 PM - 0300 PM

Instructor Permissions: Instructor**Enrollment Cap:**

15

This project-based practicum provides students with the opportunity to participate in the instructional design and development of curricular assets for face-to-face, online, and blended learning experiences as part of HGSE's new Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of the HGSE through the creation - in close partnership with faculty members and teaching teams - of innovative, research-based teaching assets and learning experiences. Examples of curricular assets developed by students in the TLL Practicum may include teaching cases, role-plays and simulations, online modules, course elements, assessments, discussion protocols, and other resources for active learning. Students will work in small groups associated with one of the three strands within the TLL (learning design and evaluation, professional pedagogy, and learning technologies). Students will be embedded in cross-functional teams and will participate in weekly sessions that investigate novel designs, the evaluation and assessment of learning objects, and emerging trends in the field through common readings, collective and individual exploration, and interaction with workshop guests from the broader community of teaching and learning support at Harvard and beyond. Students will participate actively in group exploration, team-based design and development on a TLL project, and individual inquiry related to a specific area of interest. Each student will produce a culminating professionally relevant portfolio that highlights the application of research-based principles to the production of learning experiences and assets.

Permission of instructor required. Enrollment limited to students with an approved project role within the Teaching and Learning Lab. Information about available project opportunities and enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	classroom instruction
HGSE: Pedagogy	online and blended learning
HGSE: Content	innovation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	design a lesson
HGSE: Content	pedagogy
HGSE: Content	technology
HGSE: Pedagogy	multimedia projects
HGSE: Content	learning and teaching
HGSE: Content	instructional design
HGSE: Pedagogy	project-based learning
HGSE: Content	higher education
HGSE: Pedagogy	design thinking

Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2017 Spring (4 Credits)

Schedule:

W 0100 PM - 0259 PM

Instructor Permissions: Instructor**Enrollment Cap:**

15

This project-based practicum provides students with the opportunity to participate in the instructional design and development of curricular assets for face-to-face, online, and blended learning experiences as part of HGSE's new Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of the HGSE through the creation - in close partnership with faculty members and teaching teams - of innovative, research-based teaching assets and learning experiences. Examples of curricular assets developed by students in the TLL Practicum may include teaching cases, role-plays and simulations, online modules, course elements, assessments, discussion protocols, and other resources for active learning. Students will work in small groups associated with one of the three strands within the TLL (learning design and evaluation, professional pedagogy, and learning technologies). Students will be embedded in cross-functional teams and will participate in weekly sessions that investigate novel designs, the evaluation and assessment of learning objects, and emerging trends in the field through common readings, collective and individual exploration, and interaction with workshop guests from the broader community of teaching and learning support at Harvard and beyond. Students will participate actively in group exploration, team-based design and development on a TLL project, and individual inquiry related to a specific area of interest. Each student will produce a culminating professionally relevant portfolio that highlights the application of research-based principles to the production of learning experiences and assets.

Permission of instructor required. Enrollment limited to students with an approved project role within the Teaching and Learning Lab. Information about available project opportunities and enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	higher education
HGSE: Content	learning and teaching
HGSE: Content	technology
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	design thinking
HGSE: Content	innovation
HGSE: Content	instructional design
HGSE: Pedagogy	online and blended learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a lesson
HGSE: Competencies	collaborate
HGSE: Content	pedagogy
HGSE: Content	classroom instruction
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	small-group discussion

Education T127 Section: S01

Teaching and Learning Lab Practicum (203691)

William Wisser

2016 Fall (4 Credits)

Schedule:

R 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This project-based practicum provides students with the opportunity to participate in the instructional design and development of curricular assets for face-to-face, online, and blended learning experiences as part of HGSE's new Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of the HGSE through the creation - in close partnership with faculty members and teaching teams - of innovative, research-based teaching assets and learning experiences. Examples of curricular assets developed by students in the TLL Practicum may include teaching cases, role-plays and simulations, online modules, course elements, assessments, discussion protocols, and other resources for active learning. Students will work in small groups associated with one of the three strands within the TLL (learning design and evaluation, professional pedagogy, and learning technologies). Students will be embedded in cross-functional teams and will participate in weekly sessions that investigate novel

designs, the evaluation and assessment of learning objects, and emerging trends in the field through common readings, collective and individual exploration, and interaction with workshop guests from the broader community of teaching and learning support at Harvard and beyond. Students will participate actively in group exploration, team-based design and development on a TLL project, and individual inquiry related to a specific area of interest. Each student will produce a culminating professionally relevant portfolio that highlights the application of research-based principles to the production of learning experiences and assets.

Permission of instructor required. Enrollment limited to students with an approved project role within the Teaching and Learning Lab. Information about available project opportunities and enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	technology
HGSE: Pedagogy	online and blended learning
HGSE: Content	instructional design
HGSE: Content	classroom instruction
HGSE: Content	learning and teaching
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	design thinking
HGSE: Competencies	collaborate
HGSE: Pedagogy	project-based learning
HGSE: Content	pedagogy
HGSE: Content	higher education
HGSE: Competencies	design a lesson
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	innovation
HGSE: Pedagogy	small-group discussion

Education T127 Section: S02

Teaching and Learning Lab Practicum (203691)

William Wisser

2016 Fall (4 Credits)

Schedule:

R 0210 PM - 0255 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This project-based practicum provides students with the opportunity to participate in the instructional design and development of curricular assets for face-to-face, online, and blended learning experiences as part of HGSE's new Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of the HGSE through the creation - in close partnership with faculty members and teaching teams - of innovative, research-based teaching assets and learning experiences. Examples of curricular assets developed by students in the TLL Practicum may include teaching cases, role-plays and simulations, online modules, course elements, assessments, discussion protocols, and other resources for active learning. Students will work in small groups associated with one of the three strands within the TLL (learning design and evaluation, professional pedagogy, and learning technologies). Students will be embedded in cross-functional teams and will participate in weekly sessions that investigate novel designs, the evaluation and assessment of learning objects, and emerging trends in the field through common readings, collective and individual exploration, and interaction with workshop guests from the broader community of teaching and learning support at Harvard and beyond. Students will participate actively in group exploration, team-based design and development on a TLL project, and individual inquiry related to a specific area of interest. Each student will produce a culminating professionally relevant portfolio that highlights the application of research-based principles to the production of learning experiences and assets.

Permission of instructor required. Enrollment limited to students with an approved project role within the Teaching and Learning Lab. Information about available project opportunities and enrollment procedure will be posted on course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Pedagogy	design thinking
HGSE: Content	pedagogy
HGSE: Content	innovation
HGSE: Pedagogy	multimedia projects
HGSE: Content	learning and teaching
HGSE: Competencies	collaborate
HGSE: Content	technology
HGSE: Pedagogy	online and blended learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	higher education
HGSE: Competencies	design a lesson
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Content	classroom instruction

Education T131 Section: 01

Teachers, Leadership, and Power: School Reform from the Classroom (181045)

Katherine Boles

2016 Fall (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

25

Is "teacher leadership" all smoke and mirrors without any connection to the reality of classroom teaching? Where are the levers of power, and how can teachers grab hold of them to effect school change? This course will explore these questions, among others, from the perspective of researchers, practitioners, and teacher leaders (including the professor). One thing is clear: Meaningful teacher leadership roles will not be sustainable until teachers acquire a deep understanding of school culture and organization, the complex nature of power and control in schools, and the history of school-teaching. Case studies and videos will highlight instructional leadership challenges faced by teachers, coaches, and school leaders, and course activities will develop students' leadership skills. In addition, students will examine four key practices of improvement: coaching, teacher teams, the use of data, and teacher rounds. Students will interview, shadow, analyze, and write a paper on the experience of a teacher leader; write a short paper on a policy-based topic that relates to teacher leadership; and, working with a group, delve into an issue that directly affects the work of teacher leaders. This project will be presented to a panel of experts.

Recommended for students who will enter or re-enter schools as teachers, coaches, or administrators. It is also designed to give policymakers a more nuanced understanding of school reform from the perspective of teachers and other school practitioners.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	school reform
HGSE: Competencies	conduct an interview
HGSE: Content	diversity equity inclusion
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	learning and teaching
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
HGSE: Content	coaching

Education T131 Section: S01

Teachers, Leadership, and Power: School Reform from the Classroom (181045)

Katherine Boles

2016 Fall (4 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: None**Enrollment Cap:**

0

Is "teacher leadership" all smoke and mirrors without any connection to the reality of classroom teaching? Where are the levers of power, and how can teachers grab hold of them to effect school change? This course will explore these questions, among others, from the perspective of researchers, practitioners, and teacher leaders (including the professor). One thing is clear: Meaningful teacher leadership roles will not be sustainable until teachers acquire a deep understanding of school culture and organization, the complex nature of power and control in schools, and the history of school-teaching. Case studies and videos will highlight instructional leadership challenges faced by teachers, coaches, and school leaders, and course activities will develop students' leadership skills. In addition, students will examine four key practices of improvement: coaching, teacher teams, the use of data, and teacher rounds. Students will interview, shadow, analyze, and write a paper on the experience of a teacher leader; write a short paper on a policy-based topic that relates to teacher leadership; and, working with a group, delve into an issue that directly affects the work of teacher leaders. This project will be presented to a panel of experts.

Recommended for students who will enter or re-enter schools as teachers, coaches, or administrators. It is also designed to give policymakers a more nuanced understanding of school reform from the perspective of teachers and other school practitioners.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	coaching
HGSE: Content	learning and teaching
HGSE: Content	leadership
HGSE: Content	school reform
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	conduct an interview

Education T131 Section: S02

Teachers, Leadership, and Power: School Reform from the Classroom (181045)

Katherine Boles

2016 Fall (4 Credits)

Schedule:

W 0515 PM - 0555 PM

Instructor Permissions: None**Enrollment Cap:**

0

Is "teacher leadership" all smoke and mirrors without any connection to the reality of classroom teaching? Where are the levers of power, and how can teachers grab hold of them to effect school change? This course will explore these questions, among others, from the perspective of researchers, practitioners, and teacher leaders (including the professor). One thing is clear: Meaningful teacher leadership roles will not be sustainable until teachers acquire a deep understanding of school culture and organization, the complex nature of power and control in schools, and the history of school-teaching. Case studies and videos will highlight instructional leadership challenges faced by

teachers, coaches, and school leaders, and course activities will develop students' leadership skills. In addition, students will examine four key practices of improvement: coaching, teacher teams, the use of data, and teacher rounds. Students will interview, shadow, analyze, and write a paper on the experience of a teacher leader; write a short paper on a policy-based topic that relates to teacher leadership; and, working with a group, delve into an issue that directly affects the work of teacher leaders. This project will be presented to a panel of experts.

Recommended for students who will enter or re-enter schools as teachers, coaches, or administrators. It is also designed to give policymakers a more nuanced understanding of school reform from the perspective of teachers and other school practitioners.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	coaching
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	conduct an interview
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	school reform
HGSE: Competencies	practice equity and inclusion
HGSE: Content	leadership
HGSE: Content	learning and teaching
HGSE: Competencies	write a research/analytic paper

Education T139 Section: 01

Investigating Learning and Teaching Through Collaborative Examination of Student and Teacher Work (181052)

Tina Blythe

2017 Spring (4 Credits)

Schedule:

TR 0915 AM - 1129 AM

Instructor Permissions: None

Enrollment Cap:

n/a

The most powerful source of information about teaching and learning in a school is the student and teacher work that occurs in classrooms, day in and day out. This course is about how to use that work to better understand learners and their learning, and teachers and their teaching, and how to support the collegial collaboration that leads to better learning for both learners and educators in a school. The course will focus on three specific tools: protocols (or structures for guiding reflection and discussion), documentation (ways of capturing student and teacher work so that it can be examined and discussed), and collaborative inquiry (working with colleagues to identify important questions about teaching and learning and then pursue those questions through the close examination of student and teacher work). All these tools, while developed primarily for use among teachers and administrators in a school, have proven useful with students in the classroom. Students will consider the important challenges to doing this work in classrooms and schools: How does one learn to see beyond one's own assumptions and expectations to what students are in fact learning? How does one understand and manage tensions that often arise among colleagues when discussing issues as complex as learning and teaching? How do schools make space in already crowded days for the reflections and conversations about student and teacher work? And how might one serve as an effective facilitator for examining student and teacher work with one's colleagues? This seminar requires active participation as well as collaboration with classmates.

Must be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teachers
HGSE: Pedagogy	reflective writing

HGSE: Content	teams
HGSE: Content	pedagogy
HGSE: Competencies	facilitate group process
HGSE: Content	classroom instruction
HGSE: Pedagogy	peer learning
HGSE: Content	student achievement
HGSE: Competencies	collaborate
HGSE: Pedagogy	experiential learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	project-based learning
HGSE: Content	action research
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Content	group dynamics
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning

Education T200 Section: 01

Introduction to Teaching and Learning in Schools (181059)

Eric Shed

2017 Spring (4 Credits)

Schedule:

TR 0100 PM - 0229 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

The purpose of this course is to engage in an in-depth investigation of teaching and learning in middle and high schools. The course is designed for students who intend to enter the teaching profession. Specifically, students will look at teachers' work in relation to students, the curriculum, and the school and policy settings in which they are situated. This course strikes a balance between understanding focal topics from a theoretical and empirical perspective, as well as investigating them from a practical, more hands-on approach. The latter is achieved through examining best practices, artifacts of practice, case studies and videos of teaching practice, as well as observing teaching and learning in local schools.

Permission of instructor required. Enrollment is limited to, and required for, Harvard Teacher Fellow students.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T210M Section: 01

Writing Workshop (181086)

Nancy Sommers

2017 Spring (2 Credits)

Schedule:

MTW 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is designed for students who want to write more powerful, compelling, and thoughtful essays. Through drafting, revising, and examining responses to their own written work, students will learn how to persuade, inform, and delight readers. The best of today's essayists and bloggers draw on a long tradition of essay writing, and this course will provide multiple opportunities to explore the lyrical and analytical features of classic and contemporary essays. We'll study the means by which essays and essayists insinuate themselves into our lives as readers and writers. Students will write each day and will participate in small groups and workshops to discuss their writing.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	reading
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	values
HGSE: Content	arts
HGSE: Content	language and literacy
HGSE: Competencies	collaborate
HGSE: Content	identity

Education T210Z1 Section: 01

Dimensions of Diversity: English Language Learners (181103)

Shireen Al-Adeimi

2016 Fall (2 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor**Enrollment Cap:**

40

English language learners (ELLs) present a set of unique challenges and tremendous opportunity to teachers in U.S. middle and high schools. This module introduces participants to a range of strategies and considerations for effectively meeting the social, emotional, and academic needs of adolescent ELLs. Drawing on current research and studies of effective practice, participants will gain an understanding of underlying theories and practical strategies that enhance the success of ELLs. We will examine the socio-emotional and sociocultural experiences of immigrant adolescents, the process of second-language acquisition, and the stages of English proficiency development; and consider their implications for teaching and learning. Participants will also be introduced to the principles of effective sheltered English instruction (SEI) and will practice designing lessons, materials, and assessments that incorporate Sheltered Instruction Observation Protocol (SIOP) components and the World-Class Instructional Design and Assessment (WIDA) English proficiency standards.

Permission of instructor is required. Enrollment is limited to students in the following programs: Teacher Education, Undergraduate Teacher Education, and Reading Specialist Interns in the Language and Literacy program. Required for reading specialist and teacher licensure candidates. Must be taken for a letter grade.

Class Notes:

Class meets October 20, 27, November 3, 10, 17, December 1, and December 8.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T210Z1 Section: 01

Dimensions of Diversity: English Language Learners (181103)

Shireen Al-Adeimi

2017 Spring (2 Credits)

Schedule:

R 0100 PM - 0359 PM

Instructor Permissions: Instructor**Enrollment Cap:**

40

English language learners (ELLs) present a set of unique challenges and tremendous opportunity to teachers in U.S. middle and high schools. This module introduces participants to a range of strategies and considerations for

effectively meeting the social, emotional, and academic needs of adolescent ELLs. Drawing on current research and studies of effective practice, participants will gain an understanding of underlying theories and practical strategies that enhance the success of ELLs. We will examine the socio-emotional and sociocultural experiences of immigrant adolescents, the process of second-language acquisition, and the stages of English proficiency development; and consider their implications for teaching and learning. Participants will also be introduced to the principles of effective sheltered English instruction and will practice designing lessons, materials, and assessments that incorporate Sheltered Instruction Observation Protocol (SIOP) components and the World-Class Instructional Design and Assessment (WIDA) English proficiency standards.

Permission of instructor required. Enrollment is limited to students in the following programs: Teacher Education, Undergraduate Teacher Education, and Reading Specialist Interns in the Language and Literacy program. Required for reading specialist and teacher licensure candidates. Must be taken for a letter grade.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T210Z1 Section: S01

Dimensions of Diversity: English Language Learners (181103)

Shireen Al-Adeimi

2016 Fall (2 Credits)

Schedule: R 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

English language learners (ELLs) present a set of unique challenges and tremendous opportunity to teachers in U.S. middle and high schools. This module introduces participants to a range of strategies and considerations for effectively meeting the social, emotional, and academic needs of adolescent ELLs. Drawing on current research and studies of effective practice, participants will gain an understanding of underlying theories and practical strategies that enhance the success of ELLs. We will examine the socio-emotional and sociocultural experiences of immigrant adolescents, the process of second-language acquisition, and the stages of English proficiency development; and consider their implications for teaching and learning. Participants will also be introduced to the principles of effective sheltered English instruction (SEI) and will practice designing lessons, materials, and assessments that incorporate Sheltered Instruction Observation Protocol (SIOP) components and the World-Class Instructional Design and Assessment (WIDA) English proficiency standards.

Permission of instructor is required. Enrollment is limited to students in the following programs: Teacher Education, Undergraduate Teacher Education, and Reading Specialist Interns in the Language and Literacy program. Required for reading specialist and teacher licensure candidates. Must be taken for a letter grade.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T210Z1 Section: S02

Dimensions of Diversity: English Language Learners (181103)

Shireen Al-Adeimi

2016 Fall (2 Credits)

Schedule: R 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

English language learners (ELLs) present a set of unique challenges and tremendous opportunity to teachers in

U.S. middle and high schools. This module introduces participants to a range of strategies and considerations for effectively meeting the social, emotional, and academic needs of adolescent ELLs. Drawing on current research and studies of effective practice, participants will gain an understanding of underlying theories and practical strategies that enhance the success of ELLs. We will examine the socio-emotional and sociocultural experiences of immigrant adolescents, the process of second-language acquisition, and the stages of English proficiency development; and consider their implications for teaching and learning. Participants will also be introduced to the principles of effective sheltered English instruction (SEI) and will practice designing lessons, materials, and assessments that incorporate Sheltered Instruction Observation Protocol (SIOP) components and the World-Class Instructional Design and Assessment (WIDA) English proficiency standards.

Permission of instructor is required. Enrollment is limited to students in the following programs: Teacher Education, Undergraduate Teacher Education, and Reading Specialist Interns in the Language and Literacy program. Required for reading specialist and teacher licensure candidates. Must be taken for a letter grade.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T211H Section: 01

Education Psychology: Classroom Implications, Part II (203569)

Jon Star

2016 Fall (1 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces prospective teachers to psychological theory and research that has attempted to better understand students' learning and motivation. Class assignments will draw on interactions with students in schools as a way to investigate and document theoretical constructs encountered in course readings and discussion.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T211J Section: 01

Museum and Object-Based Learning (181111)

Christina Smiraglia

2016 Fall (2 Credits)

Schedule: R 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap: 20

(New course.) Objects embody natural processes as well as human activity and can connect people, places, and ideas. This course invites students to begin examining the role of objects in learning and teaching, especially, although not exclusively, in museum contexts. Students will explore how the close examination of physical things can be the starting point for engaging learners in sophisticated and varied inquiry. Through readings, discussions, group work, and object experiences, students will investigate questions such as: What is object-based learning? What frameworks have been used to understand the learning that happens through objects and in museums? How are object-based learning experiences designed? Students will engage in object-based activities in the classroom and in museums to gain a first-hand understanding of these forms of learning. The main project in the course

requires students to work in small groups to design and implement an object-based learning experience for an audience of the group's choosing. This is an introductory survey designed for students with an interest in thinking creatively about teaching and learning using physical objects in general as well as those interested in museum contexts in particular.

Permission of instructor required. Enrollment limited to 20. See course website for application procedures. There are no prerequisites. Offered only as Satisfactory/No Credit.

Class Notes: Class meets September 1, 8, 15, 22, 20, and October 6.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	arts
HGSE: Content	out-of-school time
HGSE: Competencies	make a presentation
HGSE: Pedagogy	experiential learning
HGSE: Content	history
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	museums
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	curriculum-design project
HGSE: Content	nonprofits
HGSE: Content	culture
HGSE: Pedagogy	project-based learning
HGSE: Content	learning and teaching
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a lesson
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning

Education T211J Section: S01

Museum and Object-Based Learning (181111)

Christina Smiraglia

2016 Fall (2 Credits)

Schedule:

R 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap:

0

(New course.) Objects embody natural processes as well as human activity and can connect people, places, and ideas. This course invites students to begin examining the role of objects in learning and teaching, especially, although not exclusively, in museum contexts. Students will explore how the close examination of physical things can be the starting point for engaging learners in sophisticated and varied inquiry. Through readings, discussions, group work, and object experiences, students will investigate questions such as: What is object-based learning? What frameworks have been used to understand the learning that happens through objects and in museums? How are object-based learning experiences designed? Students will engage in object-based activities in the classroom and in museums to gain a first-hand understanding of these forms of learning. The main project in the course requires students to work in small groups to design and implement an object-based learning experience for an audience of the group's choosing. This is an introductory survey designed for students with an interest in thinking creatively about teaching and learning using physical objects in general as well as those interested in museum contexts in particular.

Permission of instructor required. Enrollment limited to 20. See course website for application procedures. There are no prerequisites. Offered only as Satisfactory/No Credit.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	nonprofits
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	out-of-school time
HGSE: Content	culture
HGSE: Content	museums
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
HGSE: Competencies	design a lesson
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	make a presentation
HGSE: Competencies	deliver instruction
HGSE: Content	arts
HGSE: Content	history
HGSE: Pedagogy	project-based learning
HGSE: Content	learning and teaching

Education T211J Section: S02

Museum and Object-Based Learning (181111)

Christina Smiraglia

2016 Fall (2 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: Instructor**Enrollment Cap:**

0

(New course.) Objects embody natural processes as well as human activity and can connect people, places, and ideas. This course invites students to begin examining the role of objects in learning and teaching, especially, although not exclusively, in museum contexts. Students will explore how the close examination of physical things can be the starting point for engaging learners in sophisticated and varied inquiry. Through readings, discussions, group work, and object experiences, students will investigate questions such as: What is object-based learning? What frameworks have been used to understand the learning that happens through objects and in museums? How are object-based learning experiences designed? Students will engage in object-based activities in the classroom and in museums to gain a first-hand understanding of these forms of learning. The main project in the course requires students to work in small groups to design and implement an object-based learning experience for an audience of the group's choosing. This is an introductory survey designed for students with an interest in thinking creatively about teaching and learning using physical objects in general as well as those interested in museum contexts in particular.

Permission of instructor required. Enrollment limited to 20. See course website for application procedures. There are no prerequisites. Offered only as Satisfactory/No Credit.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	out-of-school time
HGSE: Competencies	design a lesson
HGSE: Pedagogy	experiential learning
HGSE: Content	nonprofits
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	collaborate

HGSE: Content	history
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	arts
HGSE: Content	museums
HGSE: Competencies	deliver instruction
HGSE: Content	culture
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion

Education T211K Section: 01

Action Research A, Part II (203568)

Noah Heller

2016 Fall (1 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This is the first course in a two-module sequence designed to prepare future teachers to conduct action research in their classrooms. This course will develop students' habits of reflection and ability to employ an "inquiry-stance" approach to teaching. Students taking this course will learn how to develop quality research questions informed by relevant conceptual frameworks, as well as to collect and analyze data. Students will critically examine action research by teachers, test and evaluate new ideas in brief cycles of inquiry, and implement systematic, sustained investigations of particular challenging questions. As a culminating project for this course, students will design and conduct a rigorous study of their own classroom teaching using qualitative and quantitative methods of data collection and analysis.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T211K Section: 01

Action Research B, Part I (203568)

Noah Heller

2017 Spring (1 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This is the first course in a two-module sequence designed to prepare future teachers to conduct action research in their classrooms. This course will develop students' habits of reflection and ability to employ an "inquiry-stance" approach to teaching. Students taking this course will learn how to develop quality research questions informed by relevant conceptual frameworks, as well as to collect and analyze data. Students will critically examine action research by teachers, test and evaluate new ideas in brief cycles of inquiry, and implement systematic, sustained investigations of particular challenging questions. As a culminating project for this course, students will design and conduct a rigorous study of their own classroom teaching using qualitative and quantitative methods of data collection and analysis.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T211P Section: 01

Interdisciplinary Education: Preparing Students for our Contemporary World (181112)

*Veronica Boix Mansilla**Flossie Chua*

2017 Spring (2 Credits)

Schedule: TBD**Instructor Permissions:** None**Enrollment Cap:** n/a

Quality interdisciplinary education invites students to integrate concepts, theories, methods, and tools from two or more disciplines to deepen their understanding of a complex topic (e.g. how cities grow, why the climate is changing, how to make new media art). In so doing, interdisciplinary instruction enlists students' multiple capabilities (artistic, social, analytic) and prepares them to solve problems, create products, or ask questions in ways that go beyond single disciplinary views. This module examines the growing body of research, theories, and model practices in interdisciplinary instruction to address four fundamental questions: (1) What is interdisciplinary understanding, and why does it matter to educators today? (2) What constitutes quality interdisciplinary instruction, and how can it be assessed? (3) How do students learn to work across disciplines, and how can their learning be assessed? (4) What forms of teacher professional development and organizational cultures support or hinder quality interdisciplinary teaching? The course prepares educators to design, assess, and support quality interdisciplinary instruction and understand the cognitive social and pedagogical challenges associated with interdisciplinary teaching and learning. It is relevant to professionals interested in teaching, curriculum development, teacher education, academic administration, student advisory, instructional materials design, museum education, media education, program evaluation and educational research. Most examples for analysis will pertain to secondary education, but special sessions will focus on elementary and higher education respectively. Linking theory and practice, we will analyze examples of expert work (e.g. An Inconvenient Truth), instructional designs (e.g. a unit on globalization, a website on climate change) and student work (essays, artwork, videos, monuments). Students will focus on a topic of their choice to design interdisciplinary teaching interventions.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teaching for understanding
HGSE: Content	curriculum development
HGSE: Competencies	facilitate group process
HGSE: Content	student achievement
HGSE: Content	assessment
HGSE: Content	cognitive development
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop curriculum
HGSE: Competencies	design a lesson
HGSE: Content	teams
HGSE: Competencies	make a presentation
HGSE: Content	partnerships
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	learning and teaching
HGSE: Content	instructional design
HGSE: Competencies	make a speech
HGSE: Competencies	debate

HGSE: Competencies	collaborate
HGSE: Content	group dynamics
HGSE: Content	pedagogy
HGSE: Content	global/international context
HGSE: Content	media
HGSE: Content	classroom instruction
HGSE: Pedagogy	peer learning
HGSE: Content	teacher preparation
HGSE: Content	arts
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	team-based learning
HGSE: Content	teachers
HGSE: Content	social contexts
HGSE: Content	metacognition
HGSE: Pedagogy	lecture

Education T211Q Section: 01

Teaching Exceptional Learners in Inclusive Classrooms, Part II (203567)

Rhonda Bondie

2016 Fall (1 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) In this course, students develop a comprehensive understanding of the practices, policies, and perspectives that shape teaching exceptional learners in inclusive classrooms. In classroom practice, students apply their growing knowledge of learner variability to plan effective differentiated instruction including the use of evidence-based practices, supports, extensions, pathways, accommodations, and modifications. Students learn how to implement universal behavior supports. Through examining laws and policies, students understand the identification process, the full range of disabilities and services, and how individual education plans (IEPs) work. Students learn how to use Response to Intervention (RtI), Universal Design for Learning (UDL), and Assistive Technology to serve all learners. By reflecting on perspectives, students increase their own awareness of how beliefs and experiences impact classroom decision making. Students analyze current issues in special education including: disproportionality, outcomes and transitions, expectations for highly effective teachers, co-teaching, family communication, as well as seclusion and restraint through biographies, case studies, and legislation.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T211R Section: 01

Teaching and Learning Race: Exploring and Transforming the Relationship Between Race and Education (203575)

Janine de Novais

2017 Spring (2 Credits)

Schedule: R 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

(New course.) We often say that race is "socially constructed." By that we mean that in our society, as we go about our every day lives, we are learning and relearning our ideas about what race is and how it operates. In educational settings, from K-12 to college and on to graduate schools, these processes exist. In fact, scholars and practitioners have contended with them for a long time. We "learn race" in schools explicitly through course content or

information that we receive. And we do this implicitly, through the experiences we have, the cues we collect, and the situations we interpret. Any serious attempt to dismantle or at least combat the force of racism in educational settings requires a serious engagement with this dimension. While at HGSE, you will have many opportunities to engage with and confront the ways in which racial inequality pervades our educational system. This course however, is about taking a step back and asking, when it comes to our ideas about how race "works" in education, how did we get here and what keeps us stuck here? How could we change things? The ultimate goal of this course is to provide you with an opportunity to develop your own, self-authored understanding of how race and education are intertwined.

Permission of instructor is required. No prerequisites and no prior experience required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	race/ethnicity
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	socratic discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	engage in difficult conversations
HGSE: Content	critical theory
HGSE: Content	diversity equity inclusion

Education T211T Section: 01

Putting Deeper Learning to Work (203940)

Sarah Leibel

Stephen Mahoney

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

A growing number of teachers and school leaders advocate for more engaging, relevant, and collaborative forms of learning in K-12 schools. The Hewlett Foundation, in defining these forms of "Deeper Learning," describes this philosophy as students "using their knowledge and skills in a way that prepares them for real life. This module explores the challenges and dilemmas, successes and outcomes, experienced by school communities whose designs draw upon Deeper Learning practices. Students will grapple with key foundational texts, examine school designs and learning models, and engage in a "critical friends" school partnership with a local urban school. The course assessment will invite students to help address an ongoing dilemma regarding Deeper Learning identified by the school's teachers, students, and leaders.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T212 Section: 01

Teaching English (181114)

Karl Sineath

2016 Fall (4 Credits)

Schedule: W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap: 10

This course provides participants with an overview of the theory and practice of teaching English language arts to adolescents. Participants will formulate a working definition of English language arts; develop a scholar practitioner approach to teaching; specify the essential skills and content of the discipline; design assessments that measure student learning; develop guidelines for selecting materials that support learning goals; integrate research, theory, and praxis to create effective educational experiences for students; analyze artifacts of practice to inform instructional decisions; and learn to build classroom experiences so that they interact to form cohesive units and yearlong courses. Course requirements include class preparation and participation, assessment design, lesson planning, analysis of student work, discussion facilitation, modeling of teaching strategies, and a unit project.

Permission of instructor required. Enrollment is limited. Required for English candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	curriculum development
HGSE: Competencies	deliver instruction
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	socratic discussion
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
HGSE: Pedagogy	small-group discussion
HGSE: Content	teaching for understanding
HGSE: Content	student achievement
HGSE: Content	instructional design
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	develop curriculum
HGSE: Competencies	design a lesson
HGSE: Content	reading
HGSE: Pedagogy	peer learning

Education T213 Section: 01

Teaching History, Political Science/Political Philosophy, and/or Social Studies (181115)

Noel Reyes

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

This course offers an overview of the theory and practice of teaching history, civics, and social studies to adolescents in urban middle and secondary schools. Students taking this course will learn how to set meaningful learning and other developmental goals; integrate assessment and data analysis into daily teaching practice; develop a broad repertoire of teaching practices; make connections within and beyond the school walls; integrate middle and high school students' experiences and beliefs into lessons and course design; use available technology effectively; draw on a variety of classroom management techniques; and design lessons, units, and courses that foster student learning and achievement in urban school settings. This course will also examine a variety of issues specific to history and social studies teaching, including use of primary sources, methods for fostering and managing conversations about contentious issues, and integrating current events into the curriculum.

Permission of instructor required. Required for, and limited to, history, political science/political philosophy, and social studies candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T213 Section: S01

Teaching History, Political Science/Political Philosophy, and/or Social Studies (181115)

Noel Reyes

2016 Fall (4 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course offers an overview of the theory and practice of teaching history, civics, and social studies to adolescents in urban middle and secondary schools. Students taking this course will learn how to set meaningful learning and other developmental goals; integrate assessment and data analysis into daily teaching practice; develop a broad repertoire of teaching practices; make connections within and beyond the school walls; integrate middle and high school students' experiences and beliefs into lessons and course design; use available technology effectively; draw on a variety of classroom management techniques; and design lessons, units, and courses that foster student learning and achievement in urban school settings. This course will also examine a variety of issues specific to history and social studies teaching, including use of primary sources, methods for fostering and managing conversations about contentious issues, and integrating current events into the curriculum.

Permission of instructor required. Required for, and limited to, history, political science/political philosophy, and social studies candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T213 Section: S02

Teaching History, Political Science/Political Philosophy, and/or Social Studies (181115)

Noel Reyes

2016 Fall (4 Credits)

Schedule:

W 0515 PM - 0555 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course offers an overview of the theory and practice of teaching history, civics, and social studies to adolescents in urban middle and secondary schools. Students taking this course will learn how to set meaningful learning and other developmental goals; integrate assessment and data analysis into daily teaching practice; develop a broad repertoire of teaching practices; make connections within and beyond the school walls; integrate middle and high school students' experiences and beliefs into lessons and course design; use available technology effectively; draw on a variety of classroom management techniques; and design lessons, units, and courses that foster student learning and achievement in urban school settings. This course will also examine a variety of issues specific to history and social studies teaching, including use of primary sources, methods for fostering and managing conversations about contentious issues, and integrating current events into the curriculum.

Permission of instructor required. Required for, and limited to, history, political science/political philosophy, and social studies candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T214 Section: 01

Teaching Mathematics (181116)

Marcus Caimi

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor**Enrollment Cap:**

25

This course explores major issues, teaching strategies, resources, pedagogy, and technologies related to the teaching of middle and high school mathematics. Through readings, reflective writing assignments, lesson observations, peer teaching, and classroom discussion, participants will explore critical issues in mathematics teaching and learning, including the nature of mathematical understanding, lesson planning, teaching strategies to promote student thinking, instructional technology, and student assessment.

Permission of instructor required. Required for mathematics candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program. Course is designed for and appropriate for both novice and experienced math teachers. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	reflective writing
HGSE: Content	pedagogy
HGSE: Pedagogy	team-based learning
HGSE: Competencies	design a lesson
HGSE: Pedagogy	licensure practicum
HGSE: Competencies	deliver instruction
HGSE: Content	teacher preparation
HGSE: Content	classroom instruction
HGSE: Content	teaching for understanding
HGSE: Pedagogy	project-based learning

Education T214 Section: S01

Teaching Mathematics (181116)

Marcus Caimi

2016 Fall (4 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: Instructor**Enrollment Cap:**

0

This course explores major issues, teaching strategies, resources, pedagogy, and technologies related to the teaching of middle and high school mathematics. Through readings, reflective writing assignments, lesson observations, peer teaching, and classroom discussion, participants will explore critical issues in mathematics teaching and learning, including the nature of mathematical understanding, lesson planning, teaching strategies to

promote student thinking, instructional technology, and student assessment.

Permission of instructor required. Required for mathematics candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program. Course is designed for and appropriate for both novice and experienced math teachers. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teaching for understanding
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a lesson
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design
HGSE: Pedagogy	licensure practicum
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	pedagogy
HGSE: Pedagogy	team-based learning
HGSE: Content	classroom instruction
HGSE: Pedagogy	reflective writing

Education T214 Section: S02

Teaching Mathematics (181116)

Marcus Caimi

2016 Fall (4 Credits)

Schedule:

W 0515 PM - 0555 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course explores major issues, teaching strategies, resources, pedagogy, and technologies related to the teaching of middle and high school mathematics. Through readings, reflective writing assignments, lesson observations, peer teaching, and classroom discussion, participants will explore critical issues in mathematics teaching and learning, including the nature of mathematical understanding, lesson planning, teaching strategies to promote student thinking, instructional technology, and student assessment.

Permission of instructor required. Required for mathematics candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program. Course is designed for and appropriate for both novice and experienced math teachers. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	classroom instruction
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	licensure practicum
HGSE: Content	teacher preparation
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Content	teaching for understanding
HGSE: Pedagogy	project-based learning
HGSE: Competencies	deliver instruction

HGSE: Competencies	design a lesson
HGSE: Content	pedagogy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design

Education T215 Section: 01

Teaching Science (181117)

Victor Pereira

2016 Fall (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course provides an active instructional environment that fosters the development of teachers effectively prepared to meet the challenges of middle and secondary science classrooms. We will draw on the rich research base dealing with science teaching and student learning. We will explore various approaches to the teaching of specific topics and concepts in the content areas of earth and space sciences, life science, the physical sciences, and the nature of science, as well as strategies to assess them. Time will be spent examining exemplary curricula, resources, and relevant issues. Students will gain experience in designing and presenting research-based lessons and providing colleagues with critical feedback. Reflective practices will be emphasized.

Permission of instructor required. Enrollment is limited. Required for science candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program. Other students may enroll with permission. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	science
HGSE: Content	instructional design
HGSE: Content	pedagogy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a lesson
HGSE: Content	technology
HGSE: Content	data analysis
HGSE: Content	classroom instruction
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	curriculum-design project
HGSE: Content	teacher preparation
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	curriculum development
HGSE: Competencies	develop curriculum
HGSE: Content	assessment
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion

Education T215 Section: S01

Teaching Science (181117)

Victor Pereira

2016 Fall (4 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This course provides an active instructional environment that fosters the development of teachers effectively prepared to meet the challenges of middle and secondary science classrooms. We will draw on the rich research base dealing with science teaching and student learning. We will explore various approaches to the teaching of specific topics and concepts in the content areas of earth and space sciences, life science, the physical sciences, and the nature of science, as well as strategies to assess them. Time will be spent examining exemplary curricula, resources, and relevant issues. Students will gain experience in designing and presenting research-based lessons and providing colleagues with critical feedback. Reflective practices will be emphasized.

Permission of instructor required. Enrollment is limited. Required for science candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program. Other students may enroll with permission. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a lesson
HGSE: Content	assessment
HGSE: Content	pedagogy
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	develop curriculum
HGSE: Content	technology
HGSE: Content	science
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Content	instructional design
HGSE: Pedagogy	field-based visit(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation
HGSE: Content	curriculum development
HGSE: Competencies	make a presentation
HGSE: Content	data analysis

Education T215 Section: S02

Teaching Science (181117)

Victor Pereira

2016 Fall (4 Credits)

Schedule: W 0515 PM - 0555 PM

Instructor Permissions: Instructor

Enrollment Cap: 0

This course provides an active instructional environment that fosters the development of teachers effectively prepared to meet the challenges of middle and secondary science classrooms. We will draw on the rich research base dealing with science teaching and student learning. We will explore various approaches to the teaching of specific topics and concepts in the content areas of earth and space sciences, life science, the physical sciences, and the nature of science, as well as strategies to assess them. Time will be spent examining exemplary curricula, resources, and relevant issues. Students will gain experience in designing and presenting research-based lessons and providing colleagues with critical feedback. Reflective practices will be emphasized.

Permission of instructor required. Enrollment is limited. Required for science candidates enrolled in the Teacher Education Program or the Undergraduate Teacher Education Program. Other students may enroll with permission. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	data analysis
HGSE: Content	technology

HGSE: Content	pedagogy
HGSE: Content	science
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	assessment
HGSE: Competencies	make a presentation
HGSE: Competencies	design a lesson
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	curriculum-design project
HGSE: Content	instructional design
HGSE: Content	classroom instruction
HGSE: Content	teacher preparation
HGSE: Content	curriculum development
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	multimedia texts

Education T217 Section: 01

Humanities Online Practicum (181119)

Elisa New

2016 Fall (2 Credits)

Schedule:

T 1000 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

18

Building out from the Poetry in America project (poetryinamerica.org), The Humanities Online Practicum (HOP) at the Bok Center will introduce a mixed cohort of Harvard graduate students to new skills and methods, as well as to classic modes of humanistic inquiry and pedagogy. With Bok support, and working in a lab/studio format, teams of students will have the opportunity to design and create digital educational content suitable for a wide range of learners—secondary school teachers and lifelong learners; public television viewers and medical professionals; college students at Harvard as well as at institutions of higher learning around the world. Whether enrolling in HOP for one semester (2 credits) or two (4 credits), students in the course will see the assumptions of their own disciplines challenged and expanded as they learn to match pedagogies to the needs of diverse audiences of learners and to adapt content to a range of formats (lecture, discussion, syllabus and rubric-- but also pair-and-share and exit ticket, EDx module and television segment, podcast, blogpost and more) that put new pressure on, and give new scope to, the role of the educator in the 21st century. Individual students may choose to focus on developing their skills in: video production and video editing; visual storytelling, set design and animation; curriculum development and school partnerships; curation, copyright, and intellectual property; educational theory and policy. All students will take responsibility for project management. Examples of possible projects can be found on the course website. This course meets in plenary session every other Tuesday from 10-12. Working groups will arrange their own hours.

Permission of the instructor is required. Enrollment is limited to 18. Enrollment procedure will be posted on the course website.

Class Notes: Class will meet on alternate weeks.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T217 Section: S01

Humanities Online Practicum (181119)

Elisa New

2016 Fall (2 Credits)

Schedule:

W 1030 AM - 1110 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

Building out from the Poetry in America project (poetryinamerica.org), The Humanities Online Practicum (HOP) at the Bok Center will introduce a mixed cohort of Harvard graduate students to new skills and methods, as well as to classic modes of humanistic inquiry and pedagogy. With Bok support, and working in a lab/studio format, teams of students will have the opportunity to design and create digital educational content suitable for a wide range of learners—secondary school teachers and lifelong learners; public television viewers and medical professionals; college students at Harvard as well as at institutions of higher learning around the world. Whether enrolling in HOP for one semester (2 credits) or two (4 credits), students in the course will see the assumptions of their own disciplines challenged and expanded as they learn to match pedagogies to the needs of diverse audiences of learners and to adapt content to a range of formats (lecture, discussion, syllabus and rubric-- but also pair-and-share and exit ticket, EDx module and television segment, podcast, blogpost and more) that put new pressure on, and give new scope to, the role of the educator in the 21st century. Individual students may choose to focus on developing their skills in: video production and video editing; visual storytelling, set design and animation; curriculum development and school partnerships; curation, copyright, and intellectual property; educational theory and policy. All students will take responsibility for project management. Examples of possible projects can be found on the course website. This course meets in plenary session every other Tuesday from 10-12. Working groups will arrange their own hours.

Permission of the instructor is required. Enrollment is limited to 18. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T217 Section: S02

Humanities Online Practicum (181119)

Elisa New

2016 Fall (2 Credits)

Schedule:

W 1115 AM - 1155 AM

Instructor Permissions: Instructor

Enrollment Cap: 0

Building out from the Poetry in America project (poetryinamerica.org), The Humanities Online Practicum (HOP) at the Bok Center will introduce a mixed cohort of Harvard graduate students to new skills and methods, as well as to classic modes of humanistic inquiry and pedagogy. With Bok support, and working in a lab/studio format, teams of students will have the opportunity to design and create digital educational content suitable for a wide range of learners—secondary school teachers and lifelong learners; public television viewers and medical professionals; college students at Harvard as well as at institutions of higher learning around the world. Whether enrolling in HOP for one semester (2 credits) or two (4 credits), students in the course will see the assumptions of their own disciplines challenged and expanded as they learn to match pedagogies to the needs of diverse audiences of learners and to adapt content to a range of formats (lecture, discussion, syllabus and rubric-- but also pair-and-share and exit ticket, EDx module and television segment, podcast, blogpost and more) that put new pressure on, and give new scope to, the role of the educator in the 21st century. Individual students may choose to focus on developing their skills in: video production and video editing; visual storytelling, set design and animation; curriculum development and school partnerships; curation, copyright, and intellectual property; educational theory and policy. All students will take responsibility for project management. Examples of possible projects can be found on the course website. This course meets in plenary session every other Tuesday from 10-12. Working groups will arrange their own hours.

Permission of the instructor is required. Enrollment is limited to 18. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T218 Section: 01

Humanities Online Practicum (204043)

Elisa New

2017 Spring (2 Credits)

Schedule:

T 1000 AM - 1159 AM

Instructor Permissions: Instructor**Enrollment Cap:**

18

Building out from the Poetry in America project (poetryinamerica.org), The Humanities Online Practicum (HOP) at the Bok Center will introduce a mixed cohort of Harvard graduate students to new skills and methods, as well as to classic modes of humanistic inquiry and pedagogy. With Bok support, and working in a lab/studio format, teams of students will have the opportunity to design and create digital educational content suitable for a wide range of learners—secondary school teachers and lifelong learners; public television viewers and medical professionals; college students at Harvard as well as at institutions of higher learning around the world. Whether enrolling in HOP for one semester (2 credits) or two (4 credits), students in the course will see the assumptions of their own disciplines challenged and expanded as they learn to match pedagogies to the needs of diverse audiences of learners and to adapt content to a range of formats (lecture, discussion, syllabus and rubric-- but also pair-and-share and exit ticket, EDx module and television segment, podcast, blogpost and more) that put new pressure on, and give new scope to, the role of the educator in the 21st century. Individual students may choose to focus on developing their skills in: video production and video editing; visual storytelling, set design and animation; curriculum development and school partnerships; curation, copyright, and intellectual property; educational theory and policy. All students will take responsibility for project management. Examples of possible projects can be found on the course website. This course meets in plenary session every other Tuesday from 10-12. Working groups will arrange their own hours.

Permission of the instructor is required. Enrollment is limited to 18. Enrollment procedure will be posted on the course website.

Class Notes:

Class will meet on alternate weeks.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T222 Section: 01

Methods III: Introduction to Teaching English Language Arts (203566)

Sarah Leibel

2017 Spring (2 Credits)

Schedule:

TBD

Instructor Permissions: Instructor**Enrollment Cap:**

19

(New course.) This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including examination of the intersections between students' learning needs, instructional goals, instructional strategies, and assessments), establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellow students.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T222 Section: 01

Methods II: Introduction to Teaching English Language Arts (203566)

Sarah Leibel

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including examination of the intersections between students' learning needs, instructional goals, instructional strategies, and assessments), establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellow students.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T224 Section: 01

Methods III: Introduction to Teaching History & Social Studies (203565)

Eric Shed

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T224 Section: 01

Methods II: Introduction to Teaching History & Social Studies (203565)

Eric Shed

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T226 Section: 01

Methods II: Introduction to Teaching Mathematics (203564)

Noah Heller

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces core aspects of teaching middle and high school mathematics. Particular focus is on curriculum implementation, which includes effective lesson planning to address the intersections between content standards, mathematical practices, students' learning needs, instructional goals, instructional strategies, and assessments. Participants will develop the reflective skills necessary to examine and improve upon practice to create healthy and productive learning environments. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T226 Section: 01

Methods III: Introduction to Teaching Mathematics (203564)

Noah Heller

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces core aspects of teaching middle and high school mathematics. Particular focus is on curriculum implementation, which includes effective lesson planning to address the intersections between content standards, mathematical practices, students' learning needs, instructional goals, instructional strategies, and assessments. Participants will develop the reflective skills necessary to examine and improve upon practice to create healthy and productive learning environments. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T228 Section: 01

Methods III: Introduction to Teaching Science (203563)

Victor Pereira

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces Harvard Teacher Fellow candidates to core aspects of teaching that they will continue to examine in their subsequent courses. Particular focus is on lesson planning and delivering science instruction (including examination of the intersection between students' learning needs, instructional goals, instructional strategies, and assessments), as well as establishing a safe learning environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T228 Section: 01

Methods II: Introduction to Teaching Science (203563)

Victor Pereira

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) This course introduces Harvard Teacher Fellow candidates to core aspects of teaching that they will continue to examine in their subsequent courses. Particular focus is on lesson planning and delivering science instruction (including examination of the intersection between students' learning needs, instructional goals, instructional strategies, and assessments), as well as establishing a safe learning environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T231 Section: 01

Fieldwork III: English Language Arts Practicum (203562)

Sarah Leibel

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of English. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T231 Section: 01

Fieldwork II: English Language Arts Practicum (203562)

Sarah Leibel

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of English. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T233 Section: 01

Fieldwork II: History & Social Studies Practicum (203561)

Eric Shed

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of history/social studies. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T233 Section: 01

Fieldwork III: History & Social Studies Practicum (203561)

Eric Shed

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of history/social studies. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T235 Section: 01

Fieldwork III: Mathematics Practicum (203560)

Noah Heller

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics, science, English or history/social studies. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T235 Section: 01

Fieldwork II: Mathematics Practicum (203560)

Noah Heller

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics, science, English or history/social studies. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T237 Section: 01

Fieldwork II: Science Practicum (203559)

Victor Pereira

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of science. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T237 Section: 01

Fieldwork III: Science Practicum (203559)

Victor Pereira

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 19

(New course.) Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of science. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Prerequisites: Foundations and Teaching Lab (pre-practicum course). Offers partial fulfillment of Massachusetts' teaching licensure requirements.

teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T300A Section: 01

Practicum in Secondary Education (Mathematics or Science) (181128)

Katherine K. Merseth

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

T-300A provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into advisory and other required program coursework, includes teaching and assuming additional instructional responsibilities as outlined by the Teacher Education Program.

Permission of director of Teacher Education Program required. Enrollment is limited to, and required for, mathematics and science candidates enrolled in the MidCareer Math and Science Program or the Teaching and Curriculum Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T300B Section: 01

Practicum in Secondary Education (English, History, or Political Science/Political Philosophy) (181129)

Katherine K. Merseth

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

T-300B provides candidates with supervised practice in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into advisory and other required program coursework, includes teaching and assuming additional instructional responsibilities as outlined by the Teacher Education Program.

Permission of director of Teacher Education Program required. Enrollment is limited to, and required for, English, history, and political science/political philosophy candidates enrolled in the Teaching and Curriculum Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T301A Section: 01

Prepracticum in Secondary Education (Mathematics or Science) (181132)

Beth Simpson

2016 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

T-301A prepares candidates to undertake their practica in the role of secondary or middle school teachers of mathematics or science. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.

Permission of director of Undergraduate Teacher Education Program required. Enrollment is limited to, and required for, mathematics and science candidates enrolled in the Undergraduate Teacher Education Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T301A Section: 01

Prepracticum in Secondary Education (Mathematics or Science) (181132)

Beth Simpson

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

T-301A prepares candidates to undertake their practica in the role of secondary or middle school teachers of mathematics or science. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.

Permission of director of Undergraduate Teacher Education Program required. Enrollment is limited to, and required for, mathematics and science candidates enrolled in the Undergraduate Teacher Education Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T301B Section: 01

Prepracticum in Secondary Education (English, History, or Political Science/Political Philosophy) (181133)

Beth Simpson

2017 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

T-301B prepares candidates to undertake their practica in the role of secondary or middle school teachers of English, history, or political science/political philosophy. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.

Permission of director of Undergraduate Teacher Education Program required. Enrollment is limited to, and required for, English, history, and political science/political philosophy candidates enrolled in the Undergraduate Teacher Education Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T301B Section: 01

Prepracticum in Secondary Education (English, History, or Political Science/Political Philosophy) (181133)

Beth Simpson

2016 Fall (2 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

T-301B prepares candidates to undertake their practica in the role of secondary or middle school teachers of English, history, or political science/political philosophy. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.

Permission of director of Undergraduate Teacher Education Program required. Enrollment is limited to, and required for, English, history, and political science/political philosophy candidates enrolled in the Undergraduate Teacher Education Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T302A Section: 01

Practicum in Secondary Education (Mathematics or Science) (181134)

Katherine K. Merseth

2017 Spring (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 10

T-302A provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site-based advisory seminar.

Permission of director of Teacher Education Program required. Enrollment is limited to, and required for, mathematics and science candidates enrolled in the Undergraduate Teacher Education Program. Prerequisite: T-301A. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T302A Section: 01

Practicum in Secondary Education (Mathematics or Science) (181134)

Katherine K. Merseth

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 10

T-302A provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site-based advisory seminar.

Permission of director of Teacher Education Program required. Enrollment is limited to, and required for, mathematics and science candidates enrolled in the Undergraduate Teacher Education Program. Prerequisite: T-301A. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T302B Section: 01

Practicum in Secondary Education (English, History, or Political Science/Political Philosophy) (181135)

Katherine K. Merseth

2017 Spring (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

T-302B provides candidates with supervised practice in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site-based advisory seminar.

Permission of director of Undergraduate Teacher Education Program required. Enrollment limited to, and required for, English, history, and political science/political philosophy candidates enrolled in the Undergraduate Teacher Education Program. Prerequisite: T-301B. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T302B Section: 01

Practicum in Secondary Education (English, History, or Political Science/Political Philosophy) (181135)

Katherine K. Merseth

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

T-302B provides candidates with supervised practice in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site-based advisory seminar.

Permission of director of Undergraduate Teacher Education Program required. Enrollment limited to, and required for, English, history, and political science/political philosophy candidates enrolled in the Undergraduate Teacher Education Program. Prerequisite: T-301B. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T310A Section: 01

Prepracticum in Secondary Education (Mathematics or Science) (181138)

Katherine K. Merseth

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

T-310A prepares candidates to undertake their practica in the role of secondary or middle school teachers of mathematics or science. Fieldwork, which is integrated into advisory and other required program coursework, includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.

Permission of director of Teacher Education Program required. Enrollment is limited to, and required for, students in the Teacher Education Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T310B Section: 01

Prepracticum in Secondary Education (English, History, or Political Science/Political Philosophy) (181139)

Katherine K. Merseth

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

T-310B prepares candidates to undertake their practica in the role of secondary or middle school teachers of English, history, or political science/political philosophy. Fieldwork, which is integrated into advisory and other required program coursework, includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.

Permission of director of Teacher Education Program required. Enrollment is limited to, and required for, students in the Teacher Education Program. Offers partial fulfillment of Massachusetts' teaching licensure requirements.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T311A Section: 01

Establishing Loving Spaces for Learning: Nurturing Gender and Sexual Identity Dev in U.S. Schools (181140)

Gretchen Brion-Meisels

2016 Fall (2 Credits) **Schedule:** M 0400 PM - 0659 PM

Instructor Permissions: None **Enrollment Cap:** 30

This course explores both the role of gender and sexuality in shaping young peoples' schooling experiences, opportunities, and outcomes, and the role of schooling experiences in shaping young people's notions of gender and sexuality. In many ways, the course is about the "hidden curriculum" of heteronormativity, or the subtle practices in schools that privilege heterosexual, gendered identities and ways of being. As such, students in the course will apply the concept of the hidden curriculum to the study of gender and schooling in order to understand why and how children and youth with different gender identities experience schooling differently and why and how heteronormative schooling detrimentally impacts all students. By the end of the module, students should be able to: (1) identify specific strategies that educators at various levels might use to support students in negotiating gender and sexuality norms; (2) identify tools that schools can use to build positive, nurturing environments, which open up possibilities for complex gender and sexual identity development; and (3) analyze and evaluate a variety of school practices, curricula, policies, and programs that seek to support healthy gender and sexual identity development for U.S. children and adolescents. The course will provide opportunities to consider the ways in which other elements of identity (e.g., race, culture, socio-economic status, age, geography, etc.) intersect with gender and sexuality in the process of identity development. Although schools will be the central setting examined, course materials are also applicable to community-based settings.

This module can be taken alone or in conjunction with H-310M, which will be taught during the first half of the semester. H-310M is a broader look at strategies that can be used to create safe educational spaces, with a focus on the prevention of bullying and discrimination in schools.

Class Notes: Class meets October 24, 31, November 7, 14, 21, and 28, 4:00 - 7:00 p.m.
Class will also meet on December 5, 4:00 - 5:30 p.m., for the final showcase and celebration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	social development
HGSE: Pedagogy	peer learning
HGSE: Content	risk prevention/intervention
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation
HGSE: Content	advocacy
HGSE: Content	relationships
HGSE: Content	counseling
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Content	social contexts
HGSE: Content	civil rights
HGSE: Content	identity
HGSE: Content	gender
HGSE: Content	lgbtq
HGSE: Competencies	collaborate
HGSE: Content	culture
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing

Education T311A Section: S01

Establishing Loving Spaces for Learning: Nurturing Gender and Sexual Identity Dev in U.S. Schools (181140)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

W 0430 PM - 0510 PM

Instructor Permissions: None

Enrollment Cap:

0

This course explores both the role of gender and sexuality in shaping young peoples' schooling experiences, opportunities, and outcomes, and the role of schooling experiences in shaping young people's notions of gender and sexuality. In many ways, the course is about the "hidden curriculum" of heteronormativity, or the subtle practices in schools that privilege heterosexual, gendered identities and ways of being. As such, students in the course will apply the concept of the hidden curriculum to the study of gender and schooling in order to understand why and how children and youth with different gender identities experience schooling differently and why and how heteronormative schooling detrimentally impacts all students. By the end of the module, students should be able to: (1) identify specific strategies that educators at various levels might use to support students in negotiating gender and sexuality norms; (2) identify tools that schools can use to build positive, nurturing environments, which open up possibilities for complex gender and sexual identity development; and (3) analyze and evaluate a variety of school practices, curricula, policies, and programs that seek to support healthy gender and sexual identity development for U.S. children and adolescents. The course will provide opportunities to consider the ways in which other elements of identity (e.g., race, culture, socio-economic status, age, geography, etc.) intersect with gender and sexuality in the process of identity development. Although schools will be the central setting examined, course materials are also applicable to community-based settings.

This module can be taken alone or in conjunction with H-310M, which will be taught during the first half of the semester. H-310M is a broader look at strategies that can be used to create safe educational spaces, with a focus on the prevention of bullying and discrimination in schools.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	counseling
HGSE: Pedagogy	peer learning
HGSE: Content	advocacy
HGSE: Content	relationships
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Content	social contexts
HGSE: Competencies	practice equity and inclusion
HGSE: Content	risk prevention/intervention
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	gender
HGSE: Content	lgbtq
HGSE: Content	diversity equity inclusion
HGSE: Content	teacher preparation
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	social development
HGSE: Pedagogy	small-group discussion
HGSE: Content	civil rights
HGSE: Pedagogy	project-based learning

Education T311A Section: S02

Establishing Loving Spaces for Learning: Nurturing Gender and Sexual Identity Dev in U.S. Schools (181140)

Gretchen Brion-Meisels

2016 Fall (2 Credits)

Schedule:

W 0515 PM - 0555 PM

Instructor Permissions: None

Enrollment Cap:

0

This course explores both the role of gender and sexuality in shaping young peoples' schooling experiences, opportunities, and outcomes, and the role of schooling experiences in shaping young people's notions of gender and sexuality. In many ways, the course is about the "hidden curriculum" of heteronormativity, or the subtle practices in schools that privilege heterosexual, gendered identities and ways of being. As such, students in the course will apply the concept of the hidden curriculum to the study of gender and schooling in order to understand why and how children and youth with different gender identities experience schooling differently and why and how heteronormative schooling detrimentally impacts all students. By the end of the module, students should be able to: (1) identify specific strategies that educators at various levels might use to support students in negotiating gender and sexuality norms; (2) identify tools that schools can use to build positive, nurturing environments, which open up possibilities for complex gender and sexual identity development; and (3) analyze and evaluate a variety of school practices, curricula, policies, and programs that seek to support healthy gender and sexual identity development for U.S. children and adolescents. The course will provide opportunities to consider the ways in which other elements of identity (e.g., race, culture, socio-economic status, age, geography, etc.) intersect with gender and sexuality in the process of identity development. Although schools will be the central setting examined, course materials are also applicable to community-based settings.

This module can be taken alone or in conjunction with H-310M, which will be taught during the first half of the semester. H-310M is a broader look at strategies that can be used to create safe educational spaces, with a focus on the prevention of bullying and discrimination in schools.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	gender
HGSE: Content	risk prevention/intervention
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	culture
HGSE: Content	lgbtq
HGSE: Pedagogy	project-based learning
HGSE: Content	teacher preparation
HGSE: Competencies	analyze arguments
HGSE: Content	counseling
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	practice equity and inclusion
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	civil rights
HGSE: Pedagogy	peer learning
HGSE: Content	relationships
HGSE: Content	identity
HGSE: Content	social development
HGSE: Content	advocacy
HGSE: Content	social contexts

Education T313Y Section: 01

Practicum for Instructional Leadership (203508)

Katherine Boles

2016 Fall (2 Credits)

Schedule:

M 0800 AM - 0959 AM

Instructor Permissions: Instructor

Enrollment Cap:

12

This practicum combines two key learning experiences that are interwoven over the course of the year. First, students gain field-based experience in schools observing, diagnosing, and participating in instructional leadership

in authentic settings with teacher leaders. Second, whole- and small-group sessions will provide a space for framing the students' school-based field work, debriefing and reflecting on students' experiences, and working with other HGSE faculty and expert practitioners to develop understanding and skills relevant to instructional leadership. In addition, students may have the opportunity to work collegially with principal interns from Harvard's School Leadership Program. The Instructional Leadership students will develop an integrative portfolio over the course of the year to develop and solidify their own set of principles and practices for instructional leadership.

Permission of instructor required. Intended for students in the Instructional Leadership Strand of the Learning and Teaching Ed.M. Program.

Class Notes: Class meets bi-weekly, starting on August 31.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	team-based learning
HGSE: Content	coaching
HGSE: Competencies	conduct an interview
HGSE: Content	leadership
HGSE: Content	school reform
HGSE: Competencies	practice equity and inclusion
HGSE: Content	diversity equity inclusion

Education T313Y Section: S01

Practicum for Instructional Leadership (203508)

Katherine Boles

2016 Fall (2 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This practicum combines two key learning experiences that are interwoven over the course of the year. First, students gain field-based experience in schools observing, diagnosing, and participating in instructional leadership in authentic settings with teacher leaders. Second, whole- and small-group sessions will provide a space for framing the students' school-based field work, debriefing and reflecting on students' experiences, and working with other HGSE faculty and expert practitioners to develop understanding and skills relevant to instructional leadership. In addition, students may have the opportunity to work collegially with principal interns from Harvard's School Leadership Program. The Instructional Leadership students will develop an integrative portfolio over the course of the year to develop and solidify their own set of principles and practices for instructional leadership.

Permission of instructor required. Intended for students in the Instructional Leadership Strand of the Learning and Teaching Ed.M. Program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	leadership
HGSE: Content	school reform
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
HGSE: Content	learning and teaching
HGSE: Content	diversity equity inclusion

HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	conduct an interview
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	coaching
HGSE: Competencies	practice equity and inclusion

Education T313Y Section: S02

Practicum for Instructional Leadership (203508)

Katherine Boles

2016 Fall (2 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

This practicum combines two key learning experiences that are interwoven over the course of the year. First, students gain field-based experience in schools observing, diagnosing, and participating in instructional leadership in authentic settings with teacher leaders. Second, whole- and small-group sessions will provide a space for framing the students' school-based field work, debriefing and reflecting on students' experiences, and working with other HGSE faculty and expert practitioners to develop understanding and skills relevant to instructional leadership. In addition, students may have the opportunity to work collegially with principal interns from Harvard's School Leadership Program. The Instructional Leadership students will develop an integrative portfolio over the course of the year to develop and solidify their own set of principles and practices for instructional leadership.

Permission of instructor required. Intended for students in the Instructional Leadership Strand of the Learning and Teaching Ed.M. Program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	practice equity and inclusion
HGSE: Content	diversity equity inclusion
HGSE: Content	leadership
HGSE: Content	school reform
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	coaching
HGSE: Content	learning and teaching
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	field-based visit(s)

Education T314Y Section: 01

Practicum for Instructional Leadership (203509)

Katherine Boles

2017 Spring (2 Credits)

Schedule:

M 0800 AM - 0929 AM

Instructor Permissions: None

Enrollment Cap:

12

This practicum combines two key learning experiences that are interwoven over the course of the year. First, students gain field-based experience in schools observing, diagnosing, and participating in instructional leadership in authentic settings with teacher leaders. Second, whole- and small-group sessions will provide a space for framing the students' school-based field work, debriefing and reflecting on students' experiences, and working with other HGSE faculty and expert practitioners to develop understanding and skills relevant to instructional leadership.

In addition, students may have the opportunity to work collegially with principal interns from Harvard's School Leadership Program. The Instructional Leadership students will develop an integrative portfolio over the course of the year to develop and solidify their own set of principles and practices for instructional leadership.

Permission of instructor required. Intended for students in the Instructional Leadership Strand of the Learning and Teaching Ed.M. Program.

Class Notes: Course meets bi-weekly.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	online and blended learning
HGSE: Content	diversity equity inclusion
HGSE: Content	leadership
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Content	coaching
HGSE: Competencies	conduct an interview
HGSE: Content	school reform
HGSE: Competencies	practice equity and inclusion

Education T331AY Section: 01

School Instructional Leadership: Seminar and Practicum (Elementary-School Level) (203638)

Drew Echelson

2016 Fall (4 Credits)

Schedule: R 0530 PM - 0829 PM

Instructor Permissions: Instructor **Enrollment Cap:** 20

The primary goal of this yearlong course is to prepare all students for the demands of the principalship. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, and the core requirements of the School Leadership Program (SLP), students will be eligible for Massachusetts certification as a school principal.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission. T-331AY and T-332AY were formerly yearlong T-330A.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T331BY Section: 01

School Instructional Leadership: Seminar and Practicum (Middle-School Level) (203640)

Drew Echelson

2016 Fall (4 Credits)

Schedule:

R 0530 PM - 0829 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The primary goal of this yearlong course is to prepare all students for the demands of the principalship. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, and the core requirements of the School Leadership Program (SLP), students will be eligible for Massachusetts certification as a school principal.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission. T-331BY and T-332BY were formerly yearlong T-330B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T331CY Section: 01

School Instructional Leadership: Seminar and Practicum (High-School Level) (203642)

Drew Echelson

2016 Fall (4 Credits)

Schedule:

R 0530 PM - 0829 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The primary goal of this yearlong course is to prepare all students for the demands of the principalship. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, and the core requirements of the School Leadership Program (SLP), students will be eligible for Massachusetts certification as a school principal.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission. T-331CY and T-332CY were formerly yearlong T-330C.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T332AY Section: 01

School Instructional Leadership: Seminar and Practicum (Elementary-School Level) (203639)

Drew Echelson

2017 Spring (4 Credits)

Schedule:

R 0530 PM - 0829 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The primary goal of this yearlong course is to prepare all students for the demands of the principalship. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, and the core requirements of the School Leadership Program (SLP), students will be eligible for Massachusetts certification as a school principal.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission. T-331AY and T-332AY were formerly yearlong T-330A.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T332BY Section: 01

School Instructional Leadership: Seminar and Practicum (Middle-School Level) (203641)

Drew Echelson

2017 Spring (4 Credits)

Schedule: R 0530 PM - 0829 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

The primary goal of this yearlong course is to prepare all students for the demands of the principalship. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, and the core requirements of the School Leadership Program (SLP), students will be eligible for Massachusetts certification as a school principal.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission. T-331BY and T-332BY were formerly yearlong T-330B.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T332CY Section: 01

School Instructional Leadership: Seminar and Practicum (High-School Level) (203643)

Drew Echelson

2017 Spring (4 Credits)

Schedule: R 0530 PM - 0829 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

The primary goal of this yearlong course is to prepare all students for the demands of the principalship. The course will focus on four leadership standards: instructional leadership, operational and managerial leadership, family and community engagement and professional culture. While the course will focus on conceptual frameworks and

theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, and the core requirements of the School Leadership Program (SLP), students will be eligible for Massachusetts certification as a school principal.

Permission of instructor required. Required for Ed.M. students in the School Leadership Program Principal Licensure Strand. Doctoral students admitted with permission. T-331CY and T-332CY were formerly yearlong T-330C.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T402 Section: 01

Team Learning (181172)

Daniel Wilson

2016 Fall (4 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

Learning in teams is an essential component of school life for students, teachers and administrators. One needs to look no farther than the current emphasis on cooperative learning, teacher teams and collaborative leadership models. However socially appealing these labels seem, the unfortunate fact remains that groups are often a frustrating and ineffective learning experience for many of their members. Very few groups do well in sharing ideas, making decisions and building new knowledge. Even fewer are able to break from routine behaviors and craft new practices. Why is this and how can those who lead learning environments create the conditions to better support group learning? This course will familiarize participants with key research findings on the nature of team/group learning and offers several occasions for participants to apply the concepts in practice by designing and observing group learning experiences. The course will examine and compare seminal lessons culled from the classroom literature (e.g., research on cooperative learning, peer-to-peer teaching, etc.), teacher and leader development (research on team teaching, communities of practice, etc.), and the wider field of team learning and performance (e.g., concepts such as psychological safety, conflict resolution in groups, social facilitation, etc.). Each week will focus on written and video examples of students learning in groups, teachers collaborating in teams, or school administrators learning together. To illuminate themes of group learning, other contexts will also be examined such as hospital teams, military units, orchestras, and athletic teams. Participants will apply the course concepts by writing two analytic papers that document and closely critique group learning in action. In sum, students will build an awareness of key insights so they can better diagnosis and support team learning in a variety of contexts.

Permission of instructor required. Enrollment is limited to 35. Ed.M. students in the Learning and Teaching Program given preference. Students from other programs and schools are welcome. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Competencies	write a case study
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	psychology
HGSE: Content	teams
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collaborate

HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	simulation/role play
HGSE: Content	group dynamics

Education T402 Section: S01

Team Learning (181172)

Daniel Wilson

2016 Fall (4 Credits)

Schedule:

W 0130 PM - 0210 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Learning in teams is an essential component of school life for students, teachers and administrators. One needs to look no farther than the current emphasis on cooperative learning, teacher teams and collaborative leadership models. However socially appealing these labels seem, the unfortunate fact remains that groups are often a frustrating and ineffective learning experience for many of their members. Very few groups do well in sharing ideas, making decisions and building new knowledge. Even fewer are able to break from routine behaviors and craft new practices. Why is this and how can those who lead learning environments create the conditions to better support group learning? This course will familiarize participants with key research findings on the nature of team/group learning and offers several occasions for participants to apply the concepts in practice by designing and observing group learning experiences. The course will examine and compare seminal lessons culled from the classroom literature (e.g., research on cooperative learning, peer-to-peer teaching, etc.), teacher and leader development (research on team teaching, communities of practice, etc.), and the wider field of team learning and performance (e.g., concepts such as psychological safety, conflict resolution in groups, social facilitation, etc.). Each week will focus on written and video examples of students learning in groups, teachers collaborating in teams, or school administrators learning together. To illuminate themes of group learning, other contexts will also be examined such as hospital teams, military units, orchestras, and athletic teams. Participants will apply the course concepts by writing two analytic papers that document and closely critique group learning in action. In sum, students will build an awareness of key insights so they can better diagnosis and support team learning in a variety of contexts.

Permission of instructor required. Enrollment is limited to 35. Ed.M. students in the Learning and Teaching Program given preference. Students from other programs and schools are welcome. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychology
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Competencies	facilitate group process
HGSE: Content	group dynamics
HGSE: Content	teams
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a case study
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

Education T402 Section: S02

Team Learning (181172)

Daniel Wilson

2016 Fall (4 Credits)

Schedule:

W 0215 PM - 0255 PM

Instructor Permissions: Instructor

Enrollment Cap:

0

Learning in teams is an essential component of school life for students, teachers and administrators. One needs to look no farther than the current emphasis on cooperative learning, teacher teams and collaborative leadership models. However socially appealing these labels seem, the unfortunate fact remains that groups are often a frustrating and ineffective learning experience for many of their members. Very few groups do well in sharing ideas, making decisions and building new knowledge. Even fewer are able to break from routine behaviors and craft new practices. Why is this and how can those who lead learning environments create the conditions to better support group learning? This course will familiarize participants with key research findings on the nature of team/group learning and offers several occasions for participants to apply the concepts in practice by designing and observing group learning experiences. The course will examine and compare seminal lessons culled from the classroom literature (e.g., research on cooperative learning, peer-to-peer teaching, etc.), teacher and leader development (research on team teaching, communities of practice, etc.), and the wider field of team learning and performance (e.g., concepts such as psychological safety, conflict resolution in groups, social facilitation, etc.). Each week will focus on written and video examples of students learning in groups, teachers collaborating in teams, or school administrators learning together. To illuminate themes of group learning, other contexts will also be examined such as hospital teams, military units, orchestras, and athletic teams. Participants will apply the course concepts by writing two analytic papers that document and closely critique group learning in action. In sum, students will build an awareness of key insights so they can better diagnosis and support team learning in a variety of contexts.

Permission of instructor required. Enrollment is limited to 35. Ed.M. students in the Learning and Teaching Program given preference. Students from other programs and schools are welcome. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	group dynamics
HGSE: Pedagogy	experiential learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a case study
HGSE: Pedagogy	simulation/role play
HGSE: Content	psychology
HGSE: Content	leadership
HGSE: Content	teams
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Competencies	facilitate group process

Education T409 Section: 01

Teams in Schools and School Districts: The Potential and the Challenge (181176)

Katherine Boles

2017 Spring (4 Credits)

Schedule:

M 0400 PM - 0659 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is designed for teachers and administrators in grades preK-12 who wish to learn how well functioning school teams (both teaching and administrative teams) can be established and maintained in today's evolving education climate. While the popular idea of creating teams in schools seems relatively simple, most teachers and administrators would admit that they have rarely experienced teams that function effectively for the purpose of systematically improving instruction and increasing student learning. In this course, students will study both the cultural and the structural issues that prevent the development of successful school teams, and highlight the

importance of developing accountability among all team members for the improvement of teaching and learning. The course is largely case based, using both videotaped and written cases of school level teams to address the dilemmas and issues that are frequently raised for teachers and administrators who work in teams. The cases and case analyses, supplemented by the most recent literature on teams in schools and other organizations, will provide a theoretical understanding of school teams and introduce specific skills that teams must acquire in order to function most effectively. In addition, pairs of students will teach one of the cases from *The Power of Teacher Teams* (Troen and Boles, 2011). All students, working in teams, will make three visits to a local school to study teacher and administrative teams and the school culture and context within which they function. These visits will be followed by a class presentation by the group and an individually written paper that analyzes the many facets of teacher and school leadership teams.

This course is recommended for students who will enter or re-enter schools as teachers, coaches, or administrators. It is also designed to give policymakers a more nuanced understanding of teams in schools from the perspective of teachers and other school practitioners.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Content	group dynamics
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	principals
HGSE: Pedagogy	team-based learning
HGSE: Competencies	make a presentation
HGSE: Content	teachers
HGSE: Content	leadership
HGSE: Content	teams
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	conduct an interview
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	guest speaker(s)

Education T410B Section: 01

Educating Incarcerated Youth: Practice, Research, and Policy (203728)

Lynette Tannis

2016 Fall (2 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: None

Enrollment Cap:

n/a

(New course.) Our nation's incarcerated youth are arguably our most disenfranchised population. They are disproportionately children of color, children with special needs, and children living in poverty. Many of them have dropped out of school and been pushed through the school-to-prison pipeline. Each year, more than 1,000,000 cases are heard throughout our nation's juvenile courts. In at least one state, children at age 16 are automatically transferred to an adult court, regardless of the suspected offense. With this system in place, more than a 100,000 children are incarcerated in juvenile and adult facilities throughout the United States each year. Due to a primary institutional focus on safety and security, children who need education as a means to lead productive lives and to positively contribute to society often receive little exposure to high-quality educational programs. What must we do to ensure the opportunity gap these children face does not continue to persist? The premise of this course is that teachers, school leaders, and other educators must be prepared to work effectively with this disadvantaged and often ignored population. This course provides a lens for examining our nation's juvenile justice educational settings, practical tools for teaching in institutional settings, and a space for urgent dialogue about how we, as a society, will address the learning needs and equitable treatment of incarcerated youth. Students will also engage with juvenile justice education experts and will participate in a field visit to a juvenile detention facility to observe and

reflect on practices for the education of incarcerated youth.

Class Notes: Class meets September 2, 9, 16, 23, and 30, and October 7.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T410B Section: S01

Educating Incarcerated Youth: Practice, Research, and Policy (203728)

Lynette Tannis

2016 Fall (2 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap:

0

(New course.) Our nation's incarcerated youth are arguably our most disenfranchised population. They are disproportionately children of color, children with special needs, and children living in poverty. Many of them have dropped out of school and been pushed through the school-to-prison pipeline. Each year, more than 1,000,000 cases are heard throughout our nation's juvenile courts. In at least one state, children at age 16 are automatically transferred to an adult court, regardless of the suspected offense. With this system in place, more than a 100,000 children are incarcerated in juvenile and adult facilities throughout the United States each year. Due to a primary institutional focus on safety and security, children who need education as a means to lead productive lives and to positively contribute to society often receive little exposure to high-quality educational programs. What must we do to ensure the opportunity gap these children face does not continue to persist? The premise of this course is that teachers, school leaders, and other educators must be prepared to work effectively with this disadvantaged and often ignored population. This course provides a lens for examining our nation's juvenile justice educational settings, practical tools for teaching in institutional settings, and a space for urgent dialogue about how we, as a society, will address the learning needs and equitable treatment of incarcerated youth. Students will also engage with juvenile justice education experts and will participate in a field visit to a juvenile detention facility to observe and reflect on practices for the education of incarcerated youth.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T410B Section: S02

Educating Incarcerated Youth: Practice, Research, and Policy (203728)

Lynette Tannis

2016 Fall (2 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: None

Enrollment Cap:

0

(New course.) Our nation's incarcerated youth are arguably our most disenfranchised population. They are disproportionately children of color, children with special needs, and children living in poverty. Many of them have dropped out of school and been pushed through the school-to-prison pipeline. Each year, more than 1,000,000 cases are heard throughout our nation's juvenile courts. In at least one state, children at age 16 are automatically transferred to an adult court, regardless of the suspected offense. With this system in place, more than a 100,000 children are incarcerated in juvenile and adult facilities throughout the United States each year. Due to a primary institutional focus on safety and security, children who need education as a means to lead productive lives and to positively contribute to society often receive little exposure to high-quality educational programs. What must we do

to ensure the opportunity gap these children face does not continue to persist? The premise of this course is that teachers, school leaders, and other educators must be prepared to work effectively with this disadvantaged and often ignored population. This course provides a lens for examining our nation's juvenile justice educational settings, practical tools for teaching in institutional settings, and a space for urgent dialogue about how we, as a society, will address the learning needs and equitable treatment of incarcerated youth. Students will also engage with juvenile justice education experts and will participate in a field visit to a juvenile detention facility to observe and reflect on practices for the education of incarcerated youth.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T413 Section: 01

Restorative Justice: From Classroom to Cellblock to Community (203730)

Kaia Stern

2017 Spring (2 Credits) **Schedule:** W 1000 AM - 1259 PM

Instructor Permissions: None **Enrollment Cap:** 30

Now is a key moment to challenge and change the ways we punish in the United States. This sequence of two modules explores the system of racialized punishment that has created our current crisis in school suspension, arrests, and incarceration, and focuses on the growing movement for restorative/transformational justice. We will pay particular attention to factors associated with delinquency and crime, such as poverty, race, and gender. The course uses readings, discussion, workshops, and meetings with expert practitioners in diverse settings (schools, prisons, and communities) to provide the tools educators need to nurture learning communities that affirm human dignity. The first module, T-413, establishes basic frameworks and introduces the principles of restorative/transformational justice; the second module, T-414, is field-based—students practice multiple methods of restorative justice in diverse environments. Visiting practitioners will include indigenous leaders, prison educators, and leaders within the Boston Public Schools community. An optional visit to at least one jail/prison will be incorporated into the curriculum. Our work will address applied ethics, transformational pedagogy, and neuroscience to ask fundamental questions about what it means to keep humanity at the center of conflict resolution: How do we understand justice? What are the connections between under-resourced schools, violence, homelessness, drug addiction, hunger, trauma, and mass incarceration? From cradle to prison cell, what is our praxis—how do we do education, and what are its fruits?

Permission of instructor required. Enrollment is limited. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T414 Section: 01

Restorative Justice Practicum: From Classroom to Cellblock to Community (203731)

Kaia Stern

2017 Spring (2 Credits) **Schedule:** W 1000 AM - 1259 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

Now is a key moment to challenge and change the ways we punish in the United States. This sequence of two modules explores the system of racialized punishment that has created our current crisis in school suspension, arrests, and incarceration, and focuses on the growing movement for restorative/transformational justice. We will pay

particular attention to factors associated with delinquency and crime, such as poverty, race, and gender. The course uses readings, discussion, workshops, and meetings with expert practitioners in diverse settings (schools, prisons, and communities) to provide the tools educators need to nurture learning communities that affirm human dignity. The first module, T-413, establishes basic frameworks and introduces the principles of restorative/transformatiive justice; the second module, T-414, is field-based—students practice multiple methods of restorative justice in diverse environments. Visiting practitioners will include indigenous leaders, prison educators, and leaders within the Boston Public Schools community. An optional visit to at least one jail/prison will be incorporated into the curriculum. Our work will address applied ethics, transformatiive pedagogy, and neuroscience to ask fundamental questions about what it means to keep humanity at the center of conflict resolution: How do we understand justice? What are the connections between under-resourced schools, violence, homelessness, drug addiction, hunger, trauma, and mass incarceration? From cradle to prison cell, what is our praxis—how do we do education, and what are its fruits?

Permission of instructor required. Enrollment is limited. Enrollment procedure will be posted on the course website. Prerequisites: T-413.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T440 Section: 01

Teaching and Learning: "The Having of Wonderful Ideas" (181184)

Lisa Schneier

2016 Fall (4 Credits)

Schedule:

T 0400 PM - 0559 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course focuses on the act of learning as the source of gaining insight about teaching. Originally created by Eleanor Duckworth, the course seeks to bring a Freirean approach to teaching situations by valuing the learners' experiences and insights. Rather than conceiving of teaching as explaining, and learning as listening, this course looks at creating situations where teachers listen and learners do the explaining. It starts from the premise that there are endless numbers of adequate pathways for people to come to understand subject matter. Curriculum and assessment must build on this diversity. A second premise is that every person can get involved with, enjoy, and get good at every subject matter. The course is designed to help educators think about engaging people and helping them learn, in a variety of subject matters. It engages students as learners, teachers, and designers of curriculum (learning encounters) that excite the mind. It is relevant for teachers of any subject matter, with any amount of experience, teaching people of any age in any setting--schools, universities, museums, offices, basketball courts, wherever one might want to help someone learn. The method is also appropriate for doctoral research in various aspects of teaching and learning. In addition to the two hour class, students attend a weekly two hour section. Weekly reports, journals, and a final paper are required.

Class Notes: Required, weekly, two-hour section to be determined.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	civil rights
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop research questions
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	psychology
HGSE: Content	student achievement

HGSE: Pedagogy	guest speaker(s)
HGSE: Content	teacher preparation
HGSE: Competencies	develop curriculum
HGSE: Content	assessment
HGSE: Competencies	debate
HGSE: Content	civic engagement
HGSE: Content	negotiation
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collaborate
HGSE: Content	evaluation
HGSE: Content	social justice
HGSE: Content	coaching
HGSE: Content	teachers
HGSE: Content	relationships
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	experiential learning
HGSE: Competencies	assess cognitive challenges
HGSE: Content	school reform
HGSE: Content	learning and teaching
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	research project
HGSE: Content	values
HGSE: Competencies	analyze arguments
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	action research
HGSE: Content	critical theory
HGSE: Content	community
HGSE: Competencies	design a lesson
HGSE: Content	cognitive development
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	reflective writing
HGSE: Content	teaching for understanding
HGSE: Content	curriculum development
HGSE: Competencies	collect qualitative data
HGSE: Competencies	facilitate group process
HGSE: Content	qualitative research
HGSE: Content	formative evaluation
HGSE: Content	motivation
HGSE: Competencies	practice equity and inclusion
HGSE: Content	pedagogy
HGSE: Content	learning differences
HGSE: Pedagogy	curriculum-design project

Education T440 Section: S01

Teaching and Learning: "The Having of Wonderful Ideas" (181184)

Lisa Schneier

2016 Fall (4 Credits)

Schedule:

R 1030 AM - 1110 AM

Instructor Permissions: None

Enrollment Cap:

0

This course focuses on the act of learning as the source of gaining insight about teaching. Originally created by

Eleanor Duckworth, the course seeks to bring a Freirean approach to teaching situations by valuing the learners' experiences and insights. Rather than conceiving of teaching as explaining, and learning as listening, this course looks at creating situations where teachers listen and learners do the explaining. It starts from the premise that there are endless numbers of adequate pathways for people to come to understand subject matter. Curriculum and assessment must build on this diversity. A second premise is that every person can get involved with, enjoy, and get good at every subject matter. The course is designed to help educators think about engaging people and helping them learn, in a variety of subject matters. It engages students as learners, teachers, and designers of curriculum (learning encounters) that excite the mind. It is relevant for teachers of any subject matter, with any amount of experience, teaching people of any age in any setting--schools, universities, museums, offices, basketball courts, wherever one might want to help someone learn. The method is also appropriate for doctoral research in various aspects of teaching and learning. In addition to the two hour class, students attend a weekly two hour section. Weekly reports, journals, and a final paper are required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Competencies	develop curriculum
HGSE: Content	qualitative research
HGSE: Competencies	collaborate
HGSE: Content	cognitive development
HGSE: Content	identity
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project
HGSE: Competencies	facilitate group process
HGSE: Competencies	write a research/analytic paper
HGSE: Content	learning differences
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze arguments
HGSE: Content	assessment
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop research questions
HGSE: Content	negotiation
HGSE: Pedagogy	curriculum-design project
HGSE: Content	social justice
HGSE: Content	values
HGSE: Content	teaching for understanding
HGSE: Content	coaching
HGSE: Content	psychology
HGSE: Content	critical theory
HGSE: Content	student achievement
HGSE: Competencies	practice equity and inclusion
HGSE: Content	civic engagement
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	assess cognitive challenges
HGSE: Content	teachers
HGSE: Content	action research
HGSE: Content	learning and teaching
HGSE: Content	community
HGSE: Competencies	deliver instruction
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections
HGSE: Content	teacher preparation
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Content	relationships

HGSE: Content	civil rights
HGSE: Competencies	debate
HGSE: Content	evaluation
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	curriculum development
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	social contexts
HGSE: Content	formative evaluation
HGSE: Content	motivation
HGSE: Content	pedagogy
HGSE: Pedagogy	research project
HGSE: Pedagogy	project-based learning
HGSE: Competencies	design a lesson
HGSE: Pedagogy	experiential learning

Education T440 Section: S02

Teaching and Learning: "The Having of Wonderful Ideas" (181184)

Lisa Schneier

2016 Fall (4 Credits)

Schedule:

R 1115 AM - 1155 AM

Instructor Permissions: None

Enrollment Cap:

0

This course focuses on the act of learning as the source of gaining insight about teaching. Originally created by Eleanor Duckworth, the course seeks to bring a Freirean approach to teaching situations by valuing the learners' experiences and insights. Rather than conceiving of teaching as explaining, and learning as listening, this course looks at creating situations where teachers listen and learners do the explaining. It starts from the premise that there are endless numbers of adequate pathways for people to come to understand subject matter. Curriculum and assessment must build on this diversity. A second premise is that every person can get involved with, enjoy, and get good at every subject matter. The course is designed to help educators think about engaging people and helping them learn, in a variety of subject matters. It engages students as learners, teachers, and designers of curriculum (learning encounters) that excite the mind. It is relevant for teachers of any subject matter, with any amount of experience, teaching people of any age in any setting--schools, universities, museums, offices, basketball courts, wherever one might want to help someone learn. The method is also appropriate for doctoral research in various aspects of teaching and learning. In addition to the two hour class, students attend a weekly two hour section. Weekly reports, journals, and a final paper are required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teaching for understanding
HGSE: Competencies	develop curriculum
HGSE: Content	coaching
HGSE: Content	relationships
HGSE: Content	civil rights
HGSE: Content	classroom instruction
HGSE: Content	identity
HGSE: Content	school reform
HGSE: Competencies	collect qualitative data
HGSE: Content	teachers
HGSE: Content	action research
HGSE: Content	qualitative research
HGSE: Content	student achievement
HGSE: Content	civic engagement
HGSE: Content	negotiation
HGSE: Content	cognitive development
HGSE: Content	learning differences
HGSE: Pedagogy	research project

HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze arguments
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	conduct a clinical case analysis
HGSE: Competencies	facilitate group process
HGSE: Content	social contexts
HGSE: Content	assessment
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop research questions
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Content	values
HGSE: Content	psychology
HGSE: Content	formative evaluation
HGSE: Content	risk prevention/intervention
HGSE: Content	pedagogy
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	assess cognitive challenges
HGSE: Content	community
HGSE: Content	evaluation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	curriculum-design project
HGSE: Content	teacher preparation
HGSE: Content	critical theory
HGSE: Content	motivation
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a lesson
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	curriculum development
HGSE: Content	learning and teaching
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	debate
HGSE: Content	diversity equity inclusion

Education T513 Section: 01

Adaptive Learning: Investigations and Exercises (203729)

David Dockterman

2017 Spring (4 Credits)

Schedule:

F 1030 AM - 1159 AM

F 0830 AM - 1229 PM

Instructor Permissions: None

Enrollment Cap:

n/a

(New course.) Teaching and learning are, in varying degrees, already responsive, or adaptive, to different learner needs. Parents seek to select the "right" tutor for each child. Teachers shift instruction when they see confused faces or heads resting on desks. Students call friends or search the Internet for help when stuck. Technology, though, promises to make this adaptivity smarter, more immediate, and much deeper. This course investigates different approaches to adaptive and personalized learning organized around the different ways that learners vary--cognitively, metacognitively, and emotionally. Through a series of two-week explorations and exercises, completed individually or in small groups, you will apply adaptive learning principles across a mix of audiences and contexts

(e.g., informal adult learning, K-12, parent/child, and higher education). For example, in a middle school math classroom of 30 students, how do you determine the right next challenge or support for each individual learner? How do you monitor and develop focus and persistence for one young child versus another? How do you know if a learner is confused or bored and what response will be successful? How do you know which group of learners needs what intervention when? The two-week investigation format will allow you to complete at least one iteration per challenge, making an initial pass at your thinking in week one, collecting feedback, and making revisions for week two. You'll get to think about and play with data collection, algorithm development, and reporting in accessible and creative ways, regardless of your technology background.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	motivation
HGSE: Competencies	create data visualizations
HGSE: Content	pedagogy
HGSE: Pedagogy	lecture
HGSE: Content	learning and teaching
HGSE: Content	formative evaluation
HGSE: Content	cognitive development
HGSE: Pedagogy	small-group discussion
HGSE: Content	psychology
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collect qualitative data
HGSE: Content	instructional design
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a lesson
HGSE: Content	universal design for learning
HGSE: Pedagogy	problem sets
HGSE: Content	metacognition
HGSE: Content	emotional development
HGSE: Pedagogy	design thinking
HGSE: Content	online and blended learning
HGSE: Competencies	collect quantitative data
HGSE: Content	technology
HGSE: Content	learning differences
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing

Education T514 Section: 01

Multi-Modal Learning Analytics (203847)

Bertrand Schneider

2017 Spring (4 Credits)

Schedule:

W 1000 AM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

We are starting to witness a data deluge in education. Are we sinking beneath a data stream that we don't know how to manage and interpret, or can more data actually help us better understand students and design more compelling learning experiences? One particularly promising development--made possible by the advent of affordable sensing technology--is the emerging field of multi-modal learning analytics (MMLA). Recently MMLA has allowed researchers to gain new insights into learning, for instance by studying collaboration between students with

synchronized eye-trackers or by estimating their cognitive state using Kinect data or their engagement through emotion detection tools. In this class we will focus on cutting-edge MMLA methods to collect datasets in various learning environments and analyze them based on theoretical frameworks in the learning sciences. More specifically, students will learn to: (1) collect large datasets in different learning environments (e.g., mostly classrooms, but also potentially maker spaces or museums) from sensors such as Arduino-like platforms, motion sensors, or eye-trackers; (2) interpret those datasets using various kinds of visualizations and data mining techniques; (3) connect measurements from those sensors with theoretical constructs in the learning sciences; (4) think critically about data and what it can (and cannot) tell us; and (5) if time permits, prototype interventions using sensing technology. Deliverables will include group projects, in-class presentations of weekly readings and a short final memo.

Permission of instructor required. Prior programming experience is advantageous but not required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	write a case study
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	technology
HGSE: Content	evaluation
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	project-based learning
HGSE: Content	psychology
HGSE: Content	assessment
HGSE: Competencies	collaborate
HGSE: Content	data analysis

Education T518 Section: 01

Next Generation Design: Methods and Heuristics (203693)

Chris Dede

Dejian Liu

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

(New course.) The design of educational experiences is rapidly evolving due to advances in theories about learning and teaching, as well as a continuing stream of new digital tools and media. On the horizon, data science is opening new frontiers for educational design by enabling diagnostic assessments embedded in learning that are formative for instruction. How can educators use innovative design models to develop and implement data-driven educational approaches, and how can these models be applied to digital learning environments? This course will center on teaching students to apply—through guided, hands-on experiences—a sophisticated methodology for designing learning environments that has proven successful in China. Also, the course will help students apply in education a variety of strategies used for game design. Students will understand both the practical applications of these models of design and the theoretical frameworks and evidence-based research findings that support their use. As a final product for this course, students working in teams will learn to develop and refine a design product proposal.

Permission on instructor required. Application procedure for the course will be posted on the course website. Enrollment is limited to 30 students because of the intensive nature of the design methodology. Students will work in teams to produce daily products that receive detailed, written instructional feedback and will present these modified designs at the start of each class period. No auditors for the course will be permitted.

Class Notes:

Class will meet daily January 3 - 13, 10:00 a.m. - 12:30 p.m. and 2:00 - 4:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	process improvement
HGSE: Content	technology
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
HGSE: Content	instructional design
HGSE: Content	assessment
HGSE: Content	entrepreneurship
HGSE: Pedagogy	experiential learning
HGSE: Content	curriculum development
HGSE: Competencies	make a presentation
HGSE: Content	classroom instruction
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Content	media
HGSE: Content	pedagogy
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	out-of-school time
HGSE: Content	learning and teaching
HGSE: Content	motivation
HGSE: Competencies	collaborate
HGSE: Content	innovation
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop curriculum

Education T521 Section: 01

Design and Development of Technology-Enhanced Assessments (203848)

Yigal Rosen

2017 Spring (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Higher-order skills, such as critical thinking, complex problem solving, and collaboration, transform lives and drive economies. However, measuring these skills with traditional assessment methods is a challenging task. Recent advancements in computer science, cognitive psychology, and educational assessment theory are enabling the development of innovative measurement methods. This course offers hands-on learning and research experiences on concepts and techniques essential for the design and development of technology-enhanced assessments for higher-order skills at scale. Students will explore innovative assessments in higher education through targeted projects on digital learning platforms such as HarvardX and Canvas. In the K-12 context, students will explore conceptual frameworks and data analytics in large-scale assessment programs such as PISA and NAEP. The course will be structured in three phases. The first phase will emphasize learning and critical review of research in higher-order skills and technology-enhanced assessments. The second phase will involve assessment design, along with development of team project proposals for technology-enhanced assessment in higher education or K-12. Students will apply theories and techniques to design, develop, and validate technology-enhanced assessments based on archived or ongoing learning and assessment programs. A broad spectrum of projects will be available for

students, ranging from a qualitative gap analysis of learning objectives targeted by assessments in a course to quantitative analysis of clickstream data from learners engaged with innovative assessments. In the third phase, students will share their research reports and will discuss implications of their findings to theory, research, and practice. This course will utilize a combination of lectures, hands-on individual and team assignments, and discussions, to help participants understand research on technology-enhanced assessment and transformative applications of real-world skills assessment to learning and college and career readiness.

Enrollment is limited to 40. No prerequisites. This course is supported by the Office of the Vice Provost for Advances in Learning (VPAL) Research Team and HarvardX.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychological testing
HGSE: Competencies	collaborate
HGSE: Content	technology
HGSE: Pedagogy	research project
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	project-based learning
HGSE: Content	online and blended learning
HGSE: Competencies	analyze qualitative data
HGSE: Content	higher education
HGSE: Content	assessment
HGSE: Competencies	make a presentation
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze quantitative data
HGSE: Content	curriculum development
HGSE: Content	data analysis

Education T522 Section: 01

Innovation by Design: Projects in Educational Technology (181227)

David Dockterman

2016 Fall (4 Credits)

Schedule:

F 0830 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

In this course, students experience firsthand the research-based design process with their own technology-based project. They will start with an education related problem of their choice--past projects have tackled everything from fostering student creativity to supporting poorly educated hospital patients to teaching vocabulary or negative numbers. Working in small groups of shared interest, students will investigate the research, practice, and theories that suggest causes of and ways to address the problem. They will use the research as a spark for developing an innovative idea that incorporates appropriate uses of technology (computers, mobile devices, TV, game consoles, etc.) as needed for the project's targeted audience and context (school classroom, museum exhibit, corporate office, home entertainment area, subway, or wherever). In an iterative cycle, students will test and revise their idea with wireframes and prototypes, gather feedback, make revisions, and prepare a final presentation to share their findings and progress. This course takes students through the entire design and prototyping process in a supportive environment. Lectures and class presentations will dissect the creative and development steps using existing products and the students' own projects. Studio/lab times (using a mix of prototyping and development tools) will be devoted to supporting the creation of project prototypes and to give students a hands-on feel for software implementation. Projects from T-522 can be considered for further development in the spring in T-581.

No prerequisites; no programming experience necessary.

Class Notes: Lab: 10:30 a.m. - 12:00 noon.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Competencies	make a presentation
HGSE: Content	learning differences
HGSE: Competencies	code scripts/software
HGSE: Content	motivation
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	design thinking
HGSE: Competencies	develop curriculum
HGSE: Content	universal design for learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	innovation
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Content	process improvement
HGSE: Content	technology
HGSE: Pedagogy	project-based learning
HGSE: Content	action research
HGSE: Content	entrepreneurship
HGSE: Content	pedagogy
HGSE: Pedagogy	team-based learning

Education T522 Section: S01

Innovation by Design: Projects in Educational Technology (181227)

David Dockterman

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap:

0

In this course, students experience firsthand the research-based design process with their own technology-based project. They will start with an education related problem of their choice--past projects have tackled everything from fostering student creativity to supporting poorly educated hospital patients to teaching vocabulary or negative numbers. Working in small groups of shared interest, students will investigate the research, practice, and theories that suggest causes of and ways to address the problem. They will use the research as a spark for developing an innovative idea that incorporates appropriate uses of technology (computers, mobile devices, TV, game consoles, etc.) as needed for the project's targeted audience and context (school classroom, museum exhibit, corporate office, home entertainment area, subway, or wherever). In an iterative cycle, students will test and revise their idea with wireframes and prototypes, gather feedback, make revisions, and prepare a final presentation to share their findings and progress. This course takes students through the entire design and prototyping process in a supportive environment. Lectures and class presentations will dissect the creative and development steps using existing products and the students' own projects. Studio/lab times (using a mix of prototyping and development tools) will be devoted to supporting the creation of project prototypes and to give students a hands-on feel for software implementation. Projects from T-522 can be considered for further development in the spring in T-581.

No prerequisites; no programming experience necessary.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	technology
HGSE: Content	learning differences
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	universal design for learning
HGSE: Pedagogy	design thinking
HGSE: Competencies	code scripts/software
HGSE: Competencies	facilitate group process
HGSE: Content	instructional design
HGSE: Content	motivation
HGSE: Content	pedagogy
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	experiential learning
HGSE: Content	innovation
HGSE: Competencies	develop curriculum
HGSE: Content	action research
HGSE: Competencies	make a presentation
HGSE: Competencies	develop a theory of action
HGSE: Content	entrepreneurship
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	think strategically
HGSE: Content	process improvement

Education T522 Section: S02

Innovation by Design: Projects in Educational Technology (181227)

David Dockterman

2016 Fall (4 Credits)

Schedule:

W 0945 AM - 1025 AM

Instructor Permissions: None

Enrollment Cap:

0

In this course, students experience firsthand the research-based design process with their own technology-based project. They will start with an education related problem of their choice--past projects have tackled everything from fostering student creativity to supporting poorly educated hospital patients to teaching vocabulary or negative numbers. Working in small groups of shared interest, students will investigate the research, practice, and theories that suggest causes of and ways to address the problem. They will use the research as a spark for developing an innovative idea that incorporates appropriate uses of technology (computers, mobile devices, TV, game consoles, etc.) as needed for the project's targeted audience and context (school classroom, museum exhibit, corporate office, home entertainment area, subway, or wherever). In an iterative cycle, students will test and revise their idea with wireframes and prototypes, gather feedback, make revisions, and prepare a final presentation to share their findings and progress. This course takes students through the entire design and prototyping process in a supportive environment. Lectures and class presentations will dissect the creative and development steps using existing products and the students' own projects. Studio/lab times (using a mix of prototyping and development tools) will be devoted to supporting the creation of project prototypes and to give students a hands-on feel for software implementation. Projects from T-522 can be considered for further development in the spring in T-581.

No prerequisites; no programming experience necessary.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Competencies	develop curriculum

HGSE: Pedagogy	project-based learning
HGSE: Content	pedagogy
HGSE: Content	innovation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	code scripts/software
HGSE: Content	action research
HGSE: Content	instructional design
HGSE: Content	motivation
HGSE: Competencies	collaborate
HGSE: Content	process improvement
HGSE: Content	universal design for learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Content	learning differences
HGSE: Content	entrepreneurship
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	design thinking
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop a theory of action
HGSE: Content	technology
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	team-based learning

Education T523 Section: 01

Formative Evaluation for Educational Product Development (181228)

Christine Reich

2017 Spring (4 Credits)

Schedule:

T 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

Formative evaluation is a form of systematic inquiry used to improve the quality and effectiveness of almost any type of program or product. This course is designed for teachers, producers, researchers, museum educators, and educational product developers interested in methodologies and issues related to the evaluation of educational products. Students can expect to learn how to identify design objectives; gain insights into how market research works; write effective and productive questions; gather data on user feedback; systematically analyze data; and convey findings to colleagues, development teams, and funders. Through problem based instruction, students will focus on one of two preselected projects. Past projects have included educational technologies, educational media campaigns, planetarium shows, museum exhibitions, and early childhood educational programs. Students will identify the goals of the project, create an evaluation instrument to assess these goals, observe behaviors and gather user feedback, and convey the findings through both a written and an oral report. Although projects vary, the skills are applicable across disciplines and to technology and nontechnology projects. Enrollees in the course have included curriculum developers, television producers, businesspersons, teachers, museum exhibit developers, moviemakers, and website designers.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T525 Section: 01

Connected Teaching in the Digital Age (181230)

Barbara Treacy

Digital technologies provide powerful new opportunities for educators to address persistent educational challenges of student achievement and engagement as they transform their schools and classrooms with innovative connected teaching models. In the first part of the course, we will focus on key approaches frequently associated with connected teaching, including: personalized learning, competency-based learning, blended learning, online learning, and MOOCs. Implementation and understanding of these approaches vary in different settings and we will explore key questions, such as: What do these terms mean and how are they related? What does implementation look like in the classroom? How is the role of the teacher changing and how can these approaches support student-centered learning goals? In the second part of the course, we will examine key shifts in connected teaching environments where these approaches are implemented, including shifts in: curriculum, professional learning, leadership models, opportunities for massive scale, equity and access, and use of space, time and technology. The learning process will mirror the types of teaching we are studying, and course sessions will include readings, case studies, practical examples, guest speakers and a focus on building our course learning community with in-class and online discussions and activities. Participants will develop semester projects focused on an area of interest related to course topics, and explore various technology tools integrated in connected teaching environments.

Open to all students, including cross-registrants. No prerequisites; no prior experience with technology is required. No specific technology background is expected to take this course--only an excitement for imagining and exploring new models of connected teaching in the digital age.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop curriculum
HGSE: Content	learning and teaching
HGSE: Content	instructional design
HGSE: Competencies	make a presentation
HGSE: Content	learning differences
HGSE: Content	media
HGSE: Content	leadership
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	scaling
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	universal design for learning
HGSE: Content	curriculum development
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	project-based learning
HGSE: Content	diversity equity inclusion
HGSE: Content	innovation
HGSE: Pedagogy	team-based learning
HGSE: Content	school reform
HGSE: Content	teacher preparation
HGSE: Competencies	think strategically
HGSE: Content	teachers
HGSE: Content	social media
HGSE: Competencies	collaborate
HGSE: Content	pedagogy

HGSE: Content	technology
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Education T525 Section: S01

Connected Teaching in the Digital Age (181230)

Barbara Treacy

2016 Fall (4 Credits)

Schedule:

R 0900 AM - 0940 AM

Instructor Permissions: None

Enrollment Cap:

0

Digital technologies provide powerful new opportunities for educators to address persistent educational challenges of student achievement and engagement as they transform their schools and classrooms with innovative connected teaching models. In the first part of the course, we will focus on key approaches frequently associated with connected teaching, including: personalized learning, competency-based learning, blended learning, online learning, and MOOCs. Implementation and understanding of these approaches vary in different settings and we will explore key questions, such as: What do these terms mean and how are they related? What does implementation look like in the classroom? How is the role of the teacher changing and how can these approaches support student-centered learning goals? In the second part of the course, we will examine key shifts in connected teaching environments where these approaches are implemented, including shifts in: curriculum, professional learning, leadership models, opportunities for massive scale, equity and access, and use of space, time and technology. The learning process will mirror the types of teaching we are studying, and course sessions will include readings, case studies, practical examples, guest speakers and a focus on building our course learning community with in-class and online discussions and activities. Participants will develop semester projects focused on an area of interest related to course topics, and explore various technology tools integrated in connected teaching environments.

Open to all students, including cross-registrants. No prerequisites; no prior experience with technology is required. No specific technology background is expected to take this course--only an excitement for imagining and exploring new models of connected teaching in the digital age.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	experiential learning
HGSE: Content	curriculum development
HGSE: Content	social media
HGSE: Content	pedagogy
HGSE: Content	media
HGSE: Pedagogy	team-based learning
HGSE: Content	school reform
HGSE: Content	technology
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	curriculum-design project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	think strategically
HGSE: Content	instructional design
HGSE: Competencies	make a presentation
HGSE: Content	diversity equity inclusion
HGSE: Content	universal design for learning
HGSE: Content	innovation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	small-group discussion
HGSE: Content	teacher preparation
HGSE: Competencies	analyze qualitative data

HGSE: Content	scaling
HGSE: Content	learning differences
HGSE: Pedagogy	project-based learning
HGSE: Content	teachers
HGSE: Competencies	collaborate
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	facilitate group process
HGSE: Content	learning and teaching
HGSE: Pedagogy	reflective writing

Education T525 Section: S02

Connected Teaching in the Digital Age (181230)

Barbara Treacy

2016 Fall (4 Credits)

Schedule:

R 0945 AM - 1025 AM

Instructor Permissions: None

Enrollment Cap:

0

Digital technologies provide powerful new opportunities for educators to address persistent educational challenges of student achievement and engagement as they transform their schools and classrooms with innovative connected teaching models. In the first part of the course, we will focus on key approaches frequently associated with connected teaching, including: personalized learning, competency-based learning, blended learning, online learning, and MOOCs. Implementation and understanding of these approaches vary in different settings and we will explore key questions, such as: What do these terms mean and how are they related? What does implementation look like in the classroom? How is the role of the teacher changing and how can these approaches support student-centered learning goals? In the second part of the course, we will examine key shifts in connected teaching environments where these approaches are implemented, including shifts in: curriculum, professional learning, leadership models, opportunities for massive scale, equity and access, and use of space, time and technology. The learning process will mirror the types of teaching we are studying, and course sessions will include readings, case studies, practical examples, guest speakers and a focus on building our course learning community with in-class and online discussions and activities. Participants will develop semester projects focused on an area of interest related to course topics, and explore various technology tools integrated in connected teaching environments.

Open to all students, including cross-registrants. No prerequisites; no prior experience with technology is required. No specific technology background is expected to take this course--only an excitement for imagining and exploring new models of connected teaching in the digital age.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	universal design for learning
HGSE: Content	innovation
HGSE: Pedagogy	experiential learning
HGSE: Content	teacher preparation
HGSE: Competencies	make a presentation
HGSE: Content	pedagogy
HGSE: Content	leadership
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Competencies	think strategically
HGSE: Content	technology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	curriculum development
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop curriculum
HGSE: Content	social media
HGSE: Competencies	collaborate
HGSE: Content	learning differences

HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	curriculum-design project
HGSE: Content	learning and teaching
HGSE: Content	media
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	case-method learning
HGSE: Competencies	analyze qualitative data
HGSE: Content	scaling
HGSE: Content	school reform
HGSE: Content	teachers
HGSE: Content	instructional design
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing

Education T530 Section: 01

Designing and Producing Media for Learning (181235)

Joe Blatt

2017 Spring (4 Credits)

Schedule:

W 0400 PM - 0659 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

This seminar is intended to encourage and support students who wish to sample the experience of producing media materials for learning. Each student will have the opportunity to design, produce, test, and revise a small-scale project. Most full-scale media projects are collaborative efforts, in which a team undertakes a series of coordinated activities, including content and audience research, creative design, production of pilot materials, formative testing, and redesign. To explore this process, students in the course will meet as a "production team" to review, critique, and advance one another's projects. Through readings, screenings, and discussions with practitioners, we will come to grips firsthand with issues of conceptualizing, designing, fashioning, and evaluating media projects. We will explore several analytic frameworks drawn from both instructional design and informal education research, and we will examine how different pedagogical, aesthetic, and functional attributes contribute to the success of different learning goals. Students may create text, video, graphics, apps, games, or other formats for television, radio, exhibit spaces, multimedia, the web, smart mobile devices, or other dissemination channels. No previous design or production experience is required. The teaching team, along with HGSE IT staff, will help students acquire production skills as needed to pursue their individual projects. The course will culminate in a premiere night, showing and celebrating completed projects with classmates and guests.

Permission of instructor required. No prior production experience required. Following the shopping session, prospective students will be asked to submit a brief project description, outlining objective, audience, and medium. Variety and diversity will be key criteria for selecting participants. Attending shopping is strongly encouraged for students considering this course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Content	evaluation
HGSE: Pedagogy	discussion sections
HGSE: Content	arts
HGSE: Content	formative evaluation
HGSE: Content	technology
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	facilitate group process

HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	develop curriculum
HGSE: Content	learning and teaching
HGSE: Competencies	debate
HGSE: Content	media
HGSE: Content	innovation
HGSE: Content	curriculum development
HGSE: Content	instructional design
HGSE: Competencies	use video editing software
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking
HGSE: Competencies	collect qualitative data
HGSE: Content	motivation
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Content	social media
HGSE: Competencies	design a lesson
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Competencies	conduct an interview
HGSE: Content	museums

Education T543 Section: 01

Applying Cognitive Science to Learning and Teaching (181246)

Tina Grotzer

2017 Spring (4 Credits)

Schedule:

F 0900 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course explores specific principles from cognitive science that have important implications for instructional approach and curriculum design. It considers how recent research findings on topics such as transfer, analogy, metacognition, conceptual change, explanation, mental models, novice-expert shifts, causal reasoning, and the nature of beliefs about intelligence interact with instructional design choices. It investigates current thinking on how findings from cognitive development research impact teaching and learning. Discourse ranges from learning theory to grounded classroom examples, focusing on examples that elucidate both how theory and research inform practice and how practice informs research questions and broader theory. There will be weekly readings. Class format will include activities, discussion, and brief lectures. The course has a project-based component. Students will complete a term project, typically the development of a curriculum topic, the choice of which is based on individual interest. Weekly workshop-style sections will support students in applying class concepts to their project topic.

Permission of instructor required. Enrollment limited to 30.

Class Notes: Required weekly section on Fridays, 2:00 - 3:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	curriculum development
HGSE: Content	teaching for understanding
HGSE: Content	cognitive development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	learning and teaching

HGSE: Content	metacognition
HGSE: Content	pedagogy
HGSE: Content	classroom instruction

Education T545 Section: 01

Motivation and Learning: Technologies That Invite and Immerse (181249)

Chris Dede

2017 Spring (4 Credits)

Schedule:

M 1000 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

There is no learning without engagement, but engagement without learning is prevalent in today's digital world. This course explores the relationship between motivation (engagement, self-efficacy, tenacity), and learning, as exemplified via technology-based experiences. Media have long been used to excite students' enthusiasm, with mixed outcomes. Recently, interest has grown in the area of digital games and learning, with the argument that games and immersive simulations (1) motivate students who otherwise are uninterested in academic content and (2) engage learners in rich virtual or augmented environments that provide a powerful context for acquiring knowledge and skills. But just because a student is deeply engaged in a task does not mean that she or he is learning something of value. T-545 will build students' knowledge about theories of motivation and of learning, the extent to which technology based games and simulations exemplify those theories, and the methods and findings of research in this area. The course speaks to a wide range of interests about learning and motivation in various types of educational settings across a spectrum of learners. Lab sessions will focus on technical support, hands-on experiences, and guidance on course assignments. Students will participate in a blended learning community based on multiple digital media and will complete assignments that can be customized to individual preferences and can include participation in research projects.

No prerequisites; no prior background in technology or gaming necessary.

Class Notes: Occasional, required labs on Mondays, 2:00 - 3:30 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning
HGSE: Content	values
HGSE: Competencies	develop curriculum
HGSE: Content	assessment
HGSE: Content	media
HGSE: Content	classroom instruction
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	experiential learning
HGSE: Content	social media
HGSE: Competencies	use video editing software
HGSE: Pedagogy	case-method learning
HGSE: Content	out-of-school time
HGSE: Competencies	make a presentation
HGSE: Content	identity
HGSE: Content	pedagogy
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	small-group discussion
HGSE: Content	curriculum development
HGSE: Content	motivation
HGSE: Content	technology
HGSE: Pedagogy	guest speaker(s)

HGSE: Pedagogy	lab sessions
HGSE: Content	formative evaluation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	learning and teaching
HGSE: Competencies	collaborate
HGSE: Content	innovation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	research project
HGSE: Pedagogy	online and blended learning

Education T550 Section: 01

Designing for Learning by Creating (181253)

Karen Brennan

2016 Fall (4 Credits)

Schedule:

W 0900 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

In formal learning environments such as classrooms, learners are too often positioned as passive--listening, watching, attending, consuming--rather than encouraged to engage as creators--designing, making, producing, constructing. In this course, students will (1) investigate the theoretical foundations of learning by creating and (2) explore how to design learning experiences and technologies that support creating as a central activity. Topics will include constructivist and constructionist theories of learning, the role of digital and physical materials in learning, how interest and motivation support learning, the social nature of learning, and reflective learning practices. Investigations and explorations will be supported through readings, as well as hands-on experimentation with (and critical analysis of) construction-oriented learning experiences. Students will participate in class discussions about readings and take turns facilitating a portion of class time, which will involve selecting an additional reading and/or preparing an in-class activity that explores the theme of the week. Additionally, students will develop a project related to the theme of "designing for learning by creating;" for example, proposing a new technology/experience, developing curricular resources for an existing technology/experience, or analyzing an existing technology/experience. The project should be connected to both the course themes and student interests.

No prerequisites; no prior experience with technology or design-based approaches to learning required. Students must attend the first class to enroll in this course. Anyone who is interested in exploring the theory and practice of learning through designing, producing, making, and creating is encouraged to enroll.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T550 Section: S01

Designing for Learning by Creating (181253)

Karen Brennan

2016 Fall (4 Credits)

Schedule:

W 0300 PM - 0340 PM

Instructor Permissions: None

Enrollment Cap:

0

In formal learning environments such as classrooms, learners are too often positioned as passive--listening, watching, attending, consuming--rather than encouraged to engage as creators--designing, making, producing, constructing. In this course, students will (1) investigate the theoretical foundations of learning by creating and (2) explore how to design learning experiences and technologies that support creating as a central activity. Topics will include constructivist and constructionist theories of learning, the role of digital and physical materials in learning, how interest and motivation support learning, the social nature of learning, and reflective learning practices.

Investigations and explorations will be supported through readings, as well as hands-on experimentation with (and critical analysis of) construction-oriented learning experiences. Students will participate in class discussions about readings and take turns facilitating a portion of class time, which will involve selecting an additional reading and/or preparing an in-class activity that explores the theme of the week. Additionally, students will develop a project related to the theme of "designing for learning by creating;" for example, proposing a new technology/experience, developing curricular resources for an existing technology/experience, or analyzing an existing technology/experience. The project should be connected to both the course themes and student interests.

No prerequisites; no prior experience with technology or design-based approaches to learning required. Students must attend the first class to enroll in this course. Anyone who is interested in exploring the theory and practice of learning through designing, producing, making, and creating is encouraged to enroll.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T550 Section: S02

Designing for Learning by Creating (181253)

Karen Brennan

2016 Fall (4 Credits)

Schedule:

W 0345 PM - 0425 PM

Instructor Permissions: None

Enrollment Cap:

0

In formal learning environments such as classrooms, learners are too often positioned as passive--listening, watching, attending, consuming--rather than encouraged to engage as creators--designing, making, producing, constructing. In this course, students will (1) investigate the theoretical foundations of learning by creating and (2) explore how to design learning experiences and technologies that support creating as a central activity. Topics will include constructivist and constructionist theories of learning, the role of digital and physical materials in learning, how interest and motivation support learning, the social nature of learning, and reflective learning practices. Investigations and explorations will be supported through readings, as well as hands-on experimentation with (and critical analysis of) construction-oriented learning experiences. Students will participate in class discussions about readings and take turns facilitating a portion of class time, which will involve selecting an additional reading and/or preparing an in-class activity that explores the theme of the week. Additionally, students will develop a project related to the theme of "designing for learning by creating;" for example, proposing a new technology/experience, developing curricular resources for an existing technology/experience, or analyzing an existing technology/experience. The project should be connected to both the course themes and student interests.

No prerequisites; no prior experience with technology or design-based approaches to learning required. Students must attend the first class to enroll in this course. Anyone who is interested in exploring the theory and practice of learning through designing, producing, making, and creating is encouraged to enroll.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T553 Section: 01

Learning, Teaching, and Technology (181255)

Karen Brennan

2017 Spring (4 Credits)

Schedule:

T 1000 AM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Digital and network technologies create new opportunities and new expectations for learning and teaching. How do teachers and learners make sense of and negotiate these opportunities and expectations? This course will focus on developing nuanced understandings of the relationships between learning, teaching, and current technology trends, by considering current trends through the lens of critical theory and the practices of design thinking. Trends are updated with each course offering to reflect current cultural interests, but topics from previous offerings of the course have included: MOOCs, coding, flipped classrooms, connected learning, games, big data, open education, edupreneurship, and peer learning networks. Students will attend weekly class sessions, contribute to the course learning community (both in person and online), and think carefully and critically about learning, teaching, and technology through weekly reading, exploring, and reflecting activities.

Permission of instructor required. Enrollment will be limited to 35. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T560 Section: 01

Universal Design for Learning: Meeting the Challenge of Individual Differences (181256)

Elizabeth Hartmann

Jose Blackorby

2016 Fall (4 Credits)

Schedule:

F 0130 PM - 0429 PM

Instructor Permissions: None

Enrollment Cap:

25

The challenge of individual differences faces every teacher, administrator, and curriculum designer. To meet that challenge, educators are typically equipped with media and materials that are "one size fits all" and that have been designed primarily for a narrow and illusive group of "regular" students. This course will explore an alternative approach--universal design for learning (UDL)--that creates curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities. To do that, the UDL approach takes advantage of advances in two fields: (1) the cognitive neuroscience of learning and individual differences and (2) the universal design of educational technologies and multimedia. This course will explore recent advances in both of these fields through appropriate readings and through media construction exercises designed to prepare and support participants to meet the challenge of individual differences through universal design for learning. Students will work in teams on learning environments that are an expression of UDL.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Content	teaching for understanding
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	use video editing software
HGSE: Competencies	develop a theory of action
HGSE: Content	universal design for learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	lab sessions
HGSE: Content	neuroscience
HGSE: Content	learning differences

Education T560 Section: S01

Universal Design for Learning: Meeting the Challenge of Individual Differences (181256)

2016 Fall (4 Credits)

Schedule:

R 0430 PM - 0510 PM

Instructor Permissions: None**Enrollment Cap:**

0

The challenge of individual differences faces every teacher, administrator, and curriculum designer. To meet that challenge, educators are typically equipped with media and materials that are "one size fits all" and that have been designed primarily for a narrow and illusive group of "regular" students. This course will explore an alternative approach--universal design for learning (UDL)--that creates curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities. To do that, the UDL approach takes advantage of advances in two fields: (1) the cognitive neuroscience of learning and individual differences and (2) the universal design of educational technologies and multimedia. This course will explore recent advances in both of these fields through appropriate readings and through media construction exercises designed to prepare and support participants to meet the challenge of individual differences through universal design for learning. Students will work in teams on learning environments that are an expression of UDL.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning differences
HGSE: Content	teaching for understanding
HGSE: Competencies	collaborate
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	lab sessions
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	use video editing software
HGSE: Content	universal design for learning
HGSE: Content	neuroscience
HGSE: Pedagogy	team-based learning

Education T560 Section: S02

Universal Design for Learning: Meeting the Challenge of Individual Differences (181256)

2016 Fall (4 Credits)

Schedule:

R 0515 PM - 0555 PM

Instructor Permissions: None**Enrollment Cap:**

0

The challenge of individual differences faces every teacher, administrator, and curriculum designer. To meet that challenge, educators are typically equipped with media and materials that are "one size fits all" and that have been designed primarily for a narrow and illusive group of "regular" students. This course will explore an alternative approach--universal design for learning (UDL)--that creates curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities. To do that, the UDL approach takes advantage of advances in two fields: (1) the cognitive neuroscience of learning and individual differences and (2) the universal design of educational technologies and multimedia. This course will explore recent advances in both of these fields through appropriate readings and through media construction exercises designed to prepare and support participants to meet the challenge of individual differences through universal design for learning. Students will work in teams on learning environments that are an expression of UDL.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	facilitate group process

HGSE: Competencies	use video editing software
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
HGSE: Content	universal design for learning
HGSE: Content	teaching for understanding
HGSE: Content	neuroscience
HGSE: Pedagogy	small-group discussion
HGSE: Content	learning differences
HGSE: Pedagogy	lab sessions

Education T561 Section: 01

Transforming Education Through Emerging Technologies (181257)

Chris Dede

2016 Fall (4 Credits)

Schedule:

M 1000 AM - 1159 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Emerging technologies have capabilities (supporting distributed cognition, situated learning, diagnostic assessment, psychological immersion, modeling, visualization, collaboration and community) that enable sophisticated and powerful forms of learning, at scale and not requiring personal heroism by teachers. T-561 is suitable for students in any academic program who wish to develop greater knowledge about the ways emerging technologies can both empower learning in and out of classrooms and transform educational organizations. The course presumes only a basic familiarity with computers, and extensive support is provided for learning the specific applications used in class. T-561 emphasizes the theory, curricular and professional development, and assessment strategies underlying the development and application of new interactive educational tools, applications, media, and infrastructures, seen through the lens of design-based research. We will discuss the likely evolution of innovations such as immersive experiences, digital teaching platforms, social media, and mobile learning. We will also examine challenges to educational equity posed by emerging technologies and strategies for overcoming these problems. In addition, we will discuss ways to overcome barriers in using sophisticated learning technologies to transform learning, teaching, and schooling, given the current context of education practice and policy, including examining disruptive theories of innovation. Lab/section sessions will focus on hands-on experiences and support for course assignments. Students will participate in a blended learning community based on a variety of digital media and will complete assignments that can be customized to individual preferences and can include participation in research projects.

No prerequisites; no prior background in technology necessary.

Class Notes:

Occasional, required sections will meet on Monday, 2:00 - 3:30 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	online and blended learning
HGSE: Content	higher education
HGSE: Competencies	write a research/analytic paper
HGSE: Content	strategic planning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop curriculum
HGSE: Content	scaling
HGSE: Content	technology
HGSE: Content	leadership
HGSE: Content	classroom instruction
HGSE: Pedagogy	research project
HGSE: Pedagogy	team-based learning

HGSE: Competencies	analyze arguments
HGSE: Content	social media
HGSE: Content	innovation
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	school reform
HGSE: Content	curriculum development
HGSE: Content	assessment
HGSE: Competencies	collaborate
HGSE: Content	entrepreneurship
HGSE: Competencies	make a presentation
HGSE: Content	pedagogy
HGSE: Content	causal reasoning
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	case-method learning
HGSE: Content	student achievement
HGSE: Content	identity
HGSE: Content	policy
HGSE: Pedagogy	lecture
HGSE: Competencies	think strategically
HGSE: Content	motivation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning

Education T561 Section: S01

Transforming Education Through Emerging Technologies (181257)

Chris Dede

2016 Fall (4 Credits)

Schedule:

W 1200 PM - 1240 PM

Instructor Permissions: None

Enrollment Cap:

0

Emerging technologies have capabilities (supporting distributed cognition, situated learning, diagnostic assessment, psychological immersion, modeling, visualization, collaboration and community) that enable sophisticated and powerful forms of learning, at scale and not requiring personal heroism by teachers. T-561 is suitable for students in any academic program who wish to develop greater knowledge about the ways emerging technologies can both empower learning in and out of classrooms and transform educational organizations. The course presumes only a basic familiarity with computers, and extensive support is provided for learning the specific applications used in class. T-561 emphasizes the theory, curricular and professional development, and assessment strategies underlying the development and application of new interactive educational tools, applications, media, and infrastructures, seen through the lens of design-based research. We will discuss the likely evolution of innovations such as immersive experiences, digital teaching platforms, social media, and mobile learning. We will also examine challenges to educational equity posed by emerging technologies and strategies for overcoming these problems. In addition, we will discuss ways to overcome barriers in using sophisticated learning technologies to transform learning, teaching, and schooling, given the current context of education practice and policy, including examining disruptive theories of innovation. Lab/section sessions will focus on hands-on experiences and support for course assignments. Students will participate in a blended learning community based on a variety of digital media and will complete assignments that can be customized to individual preferences and can include participation in research projects.

No prerequisites; no prior background in technology necessary.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	research project
HGSE: Pedagogy	online and blended learning
HGSE: Content	social justice
HGSE: Content	school reform
HGSE: Content	curriculum development
HGSE: Competencies	collaborate
HGSE: Content	strategic planning
HGSE: Content	causal reasoning
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze arguments
HGSE: Content	student achievement
HGSE: Content	technology
HGSE: Content	policy
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	lab sessions
HGSE: Competencies	think strategically
HGSE: Content	higher education
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Content	social media
HGSE: Content	motivation
HGSE: Content	classroom instruction
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	project-based learning
HGSE: Content	learning and teaching
HGSE: Content	scaling
HGSE: Content	identity
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	team-based learning
HGSE: Content	assessment
HGSE: Content	innovation
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning
HGSE: Competencies	make a presentation
HGSE: Content	pedagogy
HGSE: Content	entrepreneurship
HGSE: Pedagogy	lecture

Education T561 Section: S02

Transforming Education Through Emerging Technologies (181257)

Chris Dede

2016 Fall (4 Credits)

Schedule:

W 1245 PM - 0125 PM

Instructor Permissions: None**Enrollment Cap:**

0

Emerging technologies have capabilities (supporting distributed cognition, situated learning, diagnostic assessment, psychological immersion, modeling, visualization, collaboration and community) that enable sophisticated and powerful forms of learning, at scale and not requiring personal heroism by teachers. T-561 is suitable for students in any academic program who wish to develop greater knowledge about the ways emerging technologies can both

empower learning in and out of classrooms and transform educational organizations. The course presumes only a basic familiarity with computers, and extensive support is provided for learning the specific applications used in class. T-561 emphasizes the theory, curricular and professional development, and assessment strategies underlying the development and application of new interactive educational tools, applications, media, and infrastructures, seen through the lens of design-based research. We will discuss the likely evolution of innovations such as immersive experiences, digital teaching platforms, social media, and mobile learning. We will also examine challenges to educational equity posed by emerging technologies and strategies for overcoming these problems. In addition, we will discuss ways to overcome barriers in using sophisticated learning technologies to transform learning, teaching, and schooling, given the current context of education practice and policy, including examining disruptive theories of innovation. Lab/section sessions will focus on hands-on experiences and support for course assignments. Students will participate in a blended learning community based on a variety of digital media and will complete assignments that can be customized to individual preferences and can include participation in research projects.

No prerequisites; no prior background in technology necessary.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Content	causal reasoning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	student achievement
HGSE: Content	learning and teaching
HGSE: Competencies	make a presentation
HGSE: Pedagogy	research project
HGSE: Competencies	collaborate
HGSE: Content	strategic planning
HGSE: Content	technology
HGSE: Content	policy
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	case-method learning
HGSE: Content	school reform
HGSE: Content	higher education
HGSE: Competencies	write a research/analytic paper
HGSE: Content	leadership
HGSE: Pedagogy	small-group discussion
HGSE: Content	social media
HGSE: Content	scaling
HGSE: Content	identity
HGSE: Content	classroom instruction
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
HGSE: Content	pedagogy
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	experiential learning
HGSE: Content	curriculum development
HGSE: Competencies	analyze arguments
HGSE: Competencies	develop curriculum
HGSE: Content	assessment
HGSE: Content	entrepreneurship
HGSE: Competencies	think strategically
HGSE: Content	motivation
HGSE: Content	innovation

Education T563 Section: 01

Practicum in Implementing Universal Design for Learning (203846)

David Rose

2017 Spring (4 Credits) **Schedule:** F 0130 PM - 0429 PM

Instructor Permissions: Instructor **Enrollment Cap:** 12

The theory and principles of universal design for learning (UDL) have become increasingly prominent in educational reform movements for both regular and "special needs" students. With the recent passage of the Every Student Succeeds Act in the United States (which references UDL in six different sections) and similar emphasis on UDL in education policies across many districts, states and other countries, there is an urgent need for knowledgeable leaders and practitioners who can implement UDL in actual practice. This practicum is designed to meet that need. The course will provide a community of practice where participants who are already familiar with the basic theory and principles of UDL can practice the implementation of UDL in authentic settings. Each student will develop a semester-long project within an applied educational setting or organization. To advance their own careers, students will be encouraged to identify their own applied settings--e.g., as a member of a new technology start-up, as a consultant to a district superintendent, as a curriculum developer, as a teacher in a field placement, as a founder of a new school, as a university faculty member. For participants who do not have access to a setting of their own, the instructor will help to facilitate an appropriately supportive and challenging setting. Class sessions, readings, and guest experts will guide and inform the projects along an iterative path that leads to a single final demonstration or multimedia report.

Permission of instructor required. Enrollment is limited to 12 students. Prerequisites: T-560 or a foundation in the theory and practice of UDL. Information about available project opportunities and enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T565 Section: 01

Entrepreneurship in the Education Marketplace (181258)

John Richards

2017 Spring (4 Credits) **Schedule:** W 0100 PM - 0159 PM

Instructor Permissions: None **Enrollment Cap:** n/a

Creative entrepreneurs change education by establishing new products and services. This course provides a practical approach for carefully analyzing market conditions and designing a business plan that effectively leverages market opportunities and available funding. Whether you intend to innovate in the commercial or non-profit sector, in a research institution, in a school district, or in a software or publishing house; your effectiveness depends not only on a good idea, but also on systematic and clear-eyed market research and pragmatic business planning to "scale up" from a few early adopters and "disseminate" to general market adopters. The challenges are formidable, but they are not insurmountable. Faculty and students work together to explore sources of data on the market and understand the unique nature of the education sales cycle, as well as identify funding and decision-making trends. Selected readings, case studies and first person accounts from leaders in education and venture capital industries. Students will work in small teams analyzing segments of the education market, evaluating competitors, and integrating development, funding, and marketing, and combining these components in a business plan that answers such questions as: How do you create a Go-To-Market plan? How do you use Competitive Analysis to design a marketing program? How do you create a dynamic financial plan?

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T581 Section: 01

Advanced Design Studio (181260)

David Kahle

2017 Spring (4 Credits)

Schedule:

F 0700 PM - 0859 PM

R 0500 PM - 0629 PM

Instructor Permissions: None**Enrollment Cap:**

n/a

This project-based course introduces students to advanced topics in the design and development of technology for education, including design thinking for educators, service and human-centered design practices and web programming for interactive learning applications. The Advanced Design Studio provides an opportunity for students to build on their earlier coursework in educational technology design and development by working as a member of a project development team. Through supervised collaborative work around a single project, students will assume roles in and work through the various stages of a project's life cycle, from problem framing to solution prototyping. The course focal point, the studio project, will be defined by student teams early in the semester. This course consists of both seminar and technical lab sessions and focuses on application design for both formal and informal educational settings.

Class Notes:

Lab: Thursday, 7:00 - 9:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Content	nonprofits
HGSE: Content	learning and teaching
HGSE: Content	arts
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	team-based learning
HGSE: Competencies	code scripts/software
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design
HGSE: Competencies	design a lesson
HGSE: Pedagogy	lecture
HGSE: Content	community
HGSE: Competencies	use video editing software
HGSE: Content	media
HGSE: Pedagogy	online and blended learning
HGSE: Content	higher education
HGSE: Competencies	collaborate
HGSE: Content	innovation
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	multimedia projects
HGSE: Content	social media
HGSE: Content	technology
HGSE: Pedagogy	curriculum-design project

Education T598

Field Experience in Electronic Technology & Education (181261)

Joe Blatt

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. Ten to twelve hours per week are necessary for half-course credit. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education**Additional Course Attributes:**

Attribute	Value(s)
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Education T598 Section: 002

Field Experience in Electronic Technology & Education (181261)

Chris Dede

2016 Fall (4 Credits)

Schedule: TBD**Instructor Permissions:** Instructor**Enrollment Cap:** 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. Ten to twelve hours per week are necessary for half-course credit. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education**Additional Course Attributes:**

Attribute	Value(s)
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Education T598 Section: 004

Field Experience in Electronic Technology & Education (181261)

David Dockterman

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. Ten to twelve hours per week are necessary for half-course credit. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education

Additional Course Attributes:

Attribute	Value(s)
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Education T598 Section: 005

Field Experience in Electronic Technology & Education (181261)

David Rose

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. Ten to twelve hours per week are necessary for half-course credit. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education

Additional Course Attributes:

Attribute	Value(s)
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Education T598 Section: 006

Field Experience in Electronic Technology & Education (181261)

John Richards

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. Ten to twelve hours per week are necessary for half-course credit. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education

Additional Course Attributes:

Attribute	Value(s)
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Education T598 Section: 007

Field Experience in Electronic Technology & Education (181261)

Barbara Treacy

2016 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. Ten to twelve hours per week are necessary for half-course credit. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education

Additional Course Attributes:

Attribute	Value(s)
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Education T598 Section: 01

Field Experience in Electronic Technology & Education (181261)

Members of the TIE Faculty

2017 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education

Additional Course Attributes:

Attribute	Value(s)
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Education T598 Section: 01

Field Experience in Electronic Technology & Education (181261)

Members of the TIE Faculty

2016 Fall (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 25

Students in the Technology, Innovation, and Education Program may enroll in this supervised internship course to gain practical expertise in the field of technology and education. There are no formal course sessions, but regular meetings with the faculty supervisor and a reflection paper or other written report are expected.

Permission of instructor required. Students should contact Rilda Kissel, Longfellow 326, for initial information on internship possibilities and then approach a member of the TIE faculty for supervision. A learning contract drawn up by the student, and approved by the field site supervisor and faculty supervisor, is required at the beginning of the internship. Ten to twelve hours per week are necessary for half-course credit. This course may be taken in the Fall and/or Spring semesters. Students may only count two T-598 internships toward their degree and may only intern at a given site for one semester.

Requirements: Restricted to students in EdM Technology, Innovation, and Education

Additional Course Attributes:

Attribute	Value(s)
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Education T600 Section: 01

Thinking and Learning Today and Tomorrow: Project Zero Perspectives (181263)

Carrie James

Edward Clapp

2016 Fall (4 Credits) **Schedule:** T 0830 AM - 1129 AM

Instructor Permissions: None **Enrollment Cap:** n/a

What is understanding and how does it develop? What do thinking and learning look like? What is worth learning today and tomorrow? Where, how, for whom, and under what conditions do thinking and learning thrive? This course will explore these questions and more by drawing on over four decades of work from Project Zero (PZ), a research center at HGSE. Since its inception in 1967 as a center for research on learning in the arts, PZ's work has extended in new directions while maintaining a focus on thinking, learning, and deep understanding. Today, PZ's diverse portfolio includes research and pedagogical frameworks related to the following themes: multiple intelligences, teaching for understanding, making learning visible, visible thinking, creating cultures of thinking,

design and maker-centered learning, thinking in the arts, group learning, cognition in science, interdisciplinary teaching and learning, ethical issues and other dimensions of good work, and the implications of globalization and digital life for learning and learners. With support from a teaching team of PZ researchers, students will actively engage in activities, discussion, and other core learning experiences that emphasize select PZ perspectives, including a dispositional view of thinking, a performance view of understanding, the role of documentation in learning, and the importance of reflective practice. Students will be encouraged to view these perspectives on thinking and learning through the lens of specific populations and the conditions that effect the learning experiences of those individuals. In this way, students will be asked to foreground issues of access, equity, and inclusion in all aspects of their work with the course. Ultimately, students will demonstrate their understanding of course content through (1) a succession of mini-projects in which they put PZ frameworks into practice in diverse learning contexts in real world settings; and (2) a synthesis paper in which they reflect on their learning experiences throughout the course, including the mini-projects, course readings, guest presentations, in-class activities, and their personal lenses on learning.

Class Notes: Required weekly sections on Tuesday, 12:00 noon - 1:00 p.m.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Content	group dynamics
HGSE: Content	cognitive development
HGSE: Content	pedagogy
HGSE: Content	learning and teaching
HGSE: Pedagogy	reflective writing
HGSE: Competencies	design a school
HGSE: Competencies	develop curriculum
HGSE: Content	causal reasoning
HGSE: Pedagogy	research project
HGSE: Competencies	collaborate
HGSE: Content	metacognition
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	values
HGSE: Competencies	analyze qualitative data
HGSE: Content	assessment
HGSE: Competencies	deliver instruction
HGSE: Content	culture
HGSE: Content	classroom instruction
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Content	teacher preparation
HGSE: Competencies	collect qualitative data
HGSE: Content	social contexts
HGSE: Competencies	make a presentation
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	experiential learning
HGSE: Content	teaching for understanding
HGSE: Content	teachers
HGSE: Content	instructional design
HGSE: Competencies	design a lesson
HGSE: Content	social development
HGSE: Pedagogy	peer learning

Education T600 Section: S01

Thinking and Learning Today and Tomorrow: Project Zero Perspectives (181263)

Carrie James

2016 Fall (4 Credits)

Schedule:

R 0300 PM - 0340 PM

Instructor Permissions: None**Enrollment Cap:**

0

What is understanding and how does it develop? What do thinking and learning look like? What is worth learning today and tomorrow? Where, how, for whom, and under what conditions do thinking and learning thrive? This course will explore these questions and more by drawing on over four decades of work from Project Zero (PZ), a research center at HGSE. Since its inception in 1967 as a center for research on learning in the arts, PZ's work has extended in new directions while maintaining a focus on thinking, learning, and deep understanding. Today, PZ's diverse portfolio includes research and pedagogical frameworks related to the following themes: multiple intelligences, teaching for understanding, making learning visible, visible thinking, creating cultures of thinking, design and maker-centered learning, thinking in the arts, group learning, cognition in science, interdisciplinary teaching and learning, ethical issues and other dimensions of good work, and the implications of globalization and digital life for learning and learners. With support from a teaching team of PZ researchers, students will actively engage in activities, discussion, and other core learning experiences that emphasize select PZ perspectives, including a dispositional view of thinking, a performance view of understanding, the role of documentation in learning, and the importance of reflective practice. Students will be encouraged to view these perspectives on thinking and learning through the lens of specific populations and the conditions that effect the learning experiences of those individuals. In this way, students will be asked to foreground issues of access, equity, and inclusion in all aspects of their work with the course. Ultimately, students will demonstrate their understanding of course content through (1) a succession of mini-projects in which they put PZ frameworks into practice in diverse learning contexts in real world settings; and (2) a synthesis paper in which they reflect on their learning experiences throughout the course, including the mini-projects, course readings, guest presentations, in-class activities, and their personal lenses on learning.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	lecture
HGSE: Pedagogy	curriculum-design project
HGSE: Content	teaching for understanding
HGSE: Content	teachers
HGSE: Content	learning and teaching
HGSE: Competencies	develop research questions
HGSE: Competencies	design a school
HGSE: Content	teacher preparation
HGSE: Competencies	collect qualitative data
HGSE: Competencies	collaborate
HGSE: Content	cognitive development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Content	values
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design
HGSE: Content	assessment
HGSE: Competencies	design a lesson
HGSE: Content	pedagogy
HGSE: Content	social development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing

HGSE: Content	group dynamics
HGSE: Content	metacognition
HGSE: Content	causal reasoning
HGSE: Content	classroom instruction
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Pedagogy	research project
HGSE: Pedagogy	experiential learning
HGSE: Content	social contexts
HGSE: Competencies	deliver instruction
HGSE: Content	culture
HGSE: Pedagogy	field-based project

Education T600 Section: S02

Thinking and Learning Today and Tomorrow: Project Zero Perspectives (181263)

Carrie James

2016 Fall (4 Credits)

Schedule:

R 0345 PM - 0425 PM

Instructor Permissions: None

Enrollment Cap:

0

What is understanding and how does it develop? What do thinking and learning look like? What is worth learning today and tomorrow? Where, how, for whom, and under what conditions do thinking and learning thrive? This course will explore these questions and more by drawing on over four decades of work from Project Zero (PZ), a research center at HGSE. Since its inception in 1967 as a center for research on learning in the arts, PZ's work has extended in new directions while maintaining a focus on thinking, learning, and deep understanding. Today, PZ's diverse portfolio includes research and pedagogical frameworks related to the following themes: multiple intelligences, teaching for understanding, making learning visible, visible thinking, creating cultures of thinking, design and maker-centered learning, thinking in the arts, group learning, cognition in science, interdisciplinary teaching and learning, ethical issues and other dimensions of good work, and the implications of globalization and digital life for learning and learners. With support from a teaching team of PZ researchers, students will actively engage in activities, discussion, and other core learning experiences that emphasize select PZ perspectives, including a dispositional view of thinking, a performance view of understanding, the role of documentation in learning, and the importance of reflective practice. Students will be encouraged to view these perspectives on thinking and learning through the lens of specific populations and the conditions that effect the learning experiences of those individuals. In this way, students will be asked to foreground issues of access, equity, and inclusion in all aspects of their work with the course. Ultimately, students will demonstrate their understanding of course content through (1) a succession of mini-projects in which they put PZ frameworks into practice in diverse learning contexts in real world settings; and (2) a synthesis paper in which they reflect on their learning experiences throughout the course, including the mini-projects, course readings, guest presentations, in-class activities, and their personal lenses on learning.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collect qualitative data
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design
HGSE: Content	assessment
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	research project
HGSE: Competencies	collaborate
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a school
HGSE: Content	causal reasoning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data

HGSE: Content	teachers
HGSE: Content	social development
HGSE: Content	values
HGSE: Competencies	design a lesson
HGSE: Content	pedagogy
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Content	teaching for understanding
HGSE: Content	group dynamics
HGSE: Content	metacognition
HGSE: Content	culture
HGSE: Content	cognitive development
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	curriculum-design project
HGSE: Content	learning and teaching
HGSE: Competencies	make a presentation
HGSE: Content	classroom instruction
HGSE: Pedagogy	experiential learning
HGSE: Content	teacher preparation
HGSE: Content	social contexts
HGSE: Competencies	develop research questions
HGSE: Pedagogy	small-group discussion

Education T904 Section: 01

Black Education from Slavery to Freedom (203742)

Jarvis Givens

2017 Spring (4 Credits)

Schedule:

T 0100 PM - 0359 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

In the history of education, the method by which Blacks should be schooled has remained a source of contention. The 19th century common school movement, which came to articulate education as a right of American citizens, systematically excluded Black people (both enslaved and free) from such entitlement. The competing ideological currents emanating from abolitionism, the common school movement, and anti-literacy laws came to not only shape educational policy, but also to inform Black America's conceptions of schooling in their quest for freedom throughout the 19th and 20th centuries. Through historical narratives, enduring debates, and key court cases and policy, this course explores schooling as both a White supremacist technology of oppression, and a form of Black resistance to such domination. Moving beyond the discursive and historical formation of Black people as problem and uneducable, this course critically asserts that Black educational thought offers important interventions for understanding the social foundations of schooling. This course seeks to interrogate: how the development of schooling during the 19th and 20th century affected Black life and vice versa; how freedom was imagined, performed, and realized through education; how anti-Blackness was negotiated through schooling at different moments in history; how global structures and notions of citizenship and national identity impact Black education; how the shifting socio-political ideologies of Black America shaped their pursuits for education across time; and how these historical dilemmas within Black education have been maintained, transformed, or impacted the contours of contemporary schooling.

Permission of instructor required. Enrollment is limited. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education X001 Section: 01

Qualifying Paper (181300)

2016 Fall (1 Credits)

Schedule:**Instructor Permissions:** None**Enrollment Cap:** 25**Additional Course Attributes:**

Attribute	Value(s)
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Education X001 Section: 01

Qualifying Paper (181300)

2017 Spring (1 Credits)

Schedule:**Instructor Permissions:** None**Enrollment Cap:** 25**Additional Course Attributes:**

Attribute	Value(s)
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Education X002 Section: 01

Analytic Paper (181301)

2017 Spring (1 Credits)

Schedule:**Instructor Permissions:** None**Enrollment Cap:** 25**Additional Course Attributes:**

Attribute	Value(s)
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Education X002 Section: 01

Analytic Paper (181301)

2016 Fall (1 Credits)

Schedule:**Instructor Permissions:** None**Enrollment Cap:** 25**Additional Course Attributes:**

Attribute	Value(s)
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Education X003 Section: 01

Thesis (181302)

2017 Spring (1 Credits)

Schedule:

Instructor Permissions: None

Enrollment Cap: 25

Additional Course Attributes:

Attribute	Value(s)
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Education X003 Section: 01

Thesis (181302)

2016 Fall (1 Credits)

Schedule:

Instructor Permissions: None

Enrollment Cap: 25

Additional Course Attributes:

Attribute	Value(s)
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Education X004 Section: 01

Ed.L.D. Capstone (181303)

2016 Fall (1 Credits)

Schedule:

Instructor Permissions: None

Enrollment Cap: 25

Additional Course Attributes:

Attribute	Value(s)
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Education X004 Section: 01

Ed.L.D. Capstone (181303)

2017 Spring (1 Credits)

Schedule:

Instructor Permissions: None

Enrollment Cap: 25

Additional Course Attributes:

Attribute	Value(s)
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