

Harvard Graduate School of Education

Course Catalog Preview

Education

Subject: Education

Education A011B Section: 1

Collaborative and Participatory Evaluation (180028)

Candice Bocala

2024 Fall (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Community members and stakeholders, or those who are directly involved in delivering or receiving a program's services, are often left out of the program evaluation process. This course explores how involving participants in program evaluation can create a learning community focused on evaluation and improvement. We will learn about common approaches to formative evaluation that require high levels of stakeholder participation. This is an introductory course into the practice of evaluation, with an emphasis on formative, collaborative, and developmental approaches. It is meant for students who will be working or leading in settings where they must collect and use information to build organizational capacity and affect change. Students will acquire essential program evaluation 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 proposed evaluation goals. At the end of this module, students will produce a complete program evaluation proposal for their partner organization. Students will also discuss and reflect upon how groups or organizations build capacity to engage participants in their own evaluation and improvement planning.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	conduct an interview
HGSE: Competencies	build partnership
HGSE: Content	process improvement
HGSE: Content	formative evaluation
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop a theory of action
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	program evaluation
HGSE: Competencies	develop research questions
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	project-based learning

Attribute	Value(s)
HGSE: Pedagogy	reflective writing

Education A011D Section: 1

Real Talk: The Art and Practice of BRAVE Communication (203880)

Timothy McCarthy

2024 Fall (2 Credits)

Schedule:

M 0730 PM - 0845 PM

Instructor Permissions: Instructor

Enrollment Cap:

80

Lottery-Based Enrollment The rising generation must figure out how to lead and communicate with integrity and courage in an increasingly diverse, divided, and disrupted world. This course will help strengthen your capacity to do so--in whatever setting or sector you choose. Approximately one-third of our time together will be devoted to lessons and group discussions on various aspects of communication. The other two-thirds will consist of smaller sections and cohorts where you will practice and receive feedback on your communication skills. This course is designed for people who want to become more honest, authentic, and brave.

Class Notes:

In addition to Monday Lessons (7:30-8:45pm), students will also be required to attend a weekly 75-minute Section beginning the Week of September 9. We will administer a short survey during our first class meeting on September 3, where students will rank their Section preferences according to the following schedule:

- SECTION A: Tuesdays @ 10:30-11:45am

null SECTION B: Tuesdays @ 1:30-2:45pm

null SECTION C: Tuesdays @ 3-4:15pm

null SECTION D: Tuesdays @ 4:30-5:45pm

null SECTION E: Tuesdays @ 6-7:15pm

null SECTION F: Tuesdays @ 7:30-8:45pm

null SECTION G: Wednesdays @ 10:30-11:45am

null SECTION H: Wednesdays @ 12noon-1:15pm

Last day of sections will be on Wednesday 10/16.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Education A011H Section: 01

Essentials of Coaching for Leaders and Educators (214590)

Allison Pingree

2025 Spring (2 Credits)

Schedule:

F 0130 PM - 0415 PM

Lottery-based Enrollment Why is getting better at our work often so difficult? The use of coaching to improve professional performance has grown dramatically in recent years, and is an increasingly important skill for leaders to have. Indeed, most HGSE graduates' careers will involve coaching others to one degree or another. What tools do effective coaches use to build others' self-awareness, focus, confidence and competence? What are the particular challenges and opportunities in coaching individuals (rather than groups or teams)? How does coaching compare to teaching, mentoring, counseling? Through class discussion, readings, case studies and intensive applied practice, this module offers an understanding of the essentials of coaching, and builds skills useful across contexts.

Class Notes: Only enrolled students are eligible to attend the second class and beyond. Three seats will be held during the initial lottery for cross-registration students. Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	simulation/role play
HGSE: Content	career development
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Competencies	engage in difficult conversations
HGSE: Content	decision-making
HGSE: Content	emotional development
HGSE: Pedagogy	experiential learning
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social development
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	collaborate
HGSE: Content	partnerships
HGSE: Competencies	build partnership
HGSE: Content	relationships
HGSE: Content	motivation
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	adult development
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	metacognition
HGSE: Content	values
HGSE: Content	coaching
HGSE: Competencies	conduct an interview
HGSE: Competencies	develop a theory of action
HGSE: Content	identity

Education A011S Section: 01

Getting to Pilot-Ready (in Six Weeks) (216774)

Susan McCabe

2025 Spring (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

In this 6-week module, students will be introduced to a streamlined approach to organizing successful Pilot Programs that can spearhead innovation, an approach heavily influenced by principles and theories espoused in Lean Startup, Design Thinking, Backward Design, and the Diffusion of Innovation. The processes supporting validation, iteration, and speed-to-market are essential to be able to gather meaningful data, fine-tune product design, optimize go-to-market strategies, attract early adopters/influencers, and work towards sustainable, scalable change. This course gives students a playbook for planning a successful Pilot Program in formal and informal learning environments.

The Pilot approach that we will be using can be applied to ed-tech, digital tools, or media-based products, as well as new services, curricula, or programs. Students will have an opportunity to analyze mini case studies, role-play pilot scenarios, experiment with AI tools, test data collection methods, strategize pilot customer support, and preview/discuss plans with peer teams. We will cover the advantages, challenges, and potential risks related to piloting on location and online. Finally, we will review communication strategies that help set expectations with pilot participants, facilitate monitoring of pilot experiences, capture stories/testimonials, collect data/insights on product impact, convert a pilot to a sale, and ultimately ensure satisfactory results for all involved. At the conclusion of this course, students will be ready to launch a well-orchestrated Pilot Program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	design thinking
HGSE: Content	program evaluation
HGSE: Content	action research
HGSE: Pedagogy	readings
HGSE: Content	strategic planning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
HGSE: Content	innovation
HGSE: Content	entrepreneurship
HGSE: Competencies	identify one's leadership strengths & limitations
Blue Course Evaluations	ALL
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Content	values
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	budgeting
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Content	diversity equity inclusion
HGSE: Content	fundraising

Education A012 Section: 01

Innovating Successfully In Education: From Pre-K to Lifelong Learning (220735)

Michael Horn

2024 Fall (4 Credits)

Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Today's education "system" is outdated and often fails large numbers of students. Increasing numbers of educators, entrepreneurs, policymakers, and funders are consequently seeking to introduce new curricula and pedagogies, transform schools and learning models, and improve educational outcomes. Although innovation has become a hot topic in education circles, innovating to improve the education system has been fraught. In this course, students will learn a range of proven theories to help make innovations in education far more predictable and successful. These theories will include disruptive innovation, Jobs to Be Done, interdependence and modularity, discovery-driven planning, tools of cooperation, and more. Each week, students will teach these theories to each other in a guided discussion and then apply the theories to a range of educational case studies and current educational events in the K-12, higher education, and lifelong learning realms. Learning activities will include case study discussions, active learning in which students teach each other, limited lecture, and opportunities to interact with special guest experts. In addition to students' class participation, students will complete one substantial group paper in which they analyze an educational topic of their choosing—from a project or idea they are working on outside of class to an education intervention that has occurred elsewhere—through the theories. There will also be a short midterm group paper in which students analyze an education innovation through one theory. Students will leave the course having learned how to use and adapt these tried-and-true theories to the context of education.

Additional Course Attributes:

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

Education A027 Section: 01

Strategic Finance for Nonprofit Leaders (180043)

James Honan

2024 Fall (4 Credits)

Schedule:

MW 0900 AM - 1015 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	scaling
HGSE: Competencies	prepare budgets
HGSE: Content	strategic planning
HGSE: Pedagogy	case-method learning
HGSE: Content	nonprofits
HGSE: Content	leadership
HGSE: Pedagogy	guest speaker(s)

Attribute	Value(s)
HGSE: Content	financial management
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	read financial statements
HGSE: Content	organizations

Education A027 Section: 01

Strategic Finance for Nonprofit Leaders (180043)

James Honan

2025 Spring (4 Credits)

Schedule:

MW 0900 AM - 1015 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.

Additional Course Attributes:

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

Education A029 Section: 1

Education Finance and Budgeting (180045)

Joseph Olchefske

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The course "An Introduction to Education Finance and Budgeting" will introduce students to the public education financing and budgeting systems in the United States. We will begin from the fundamental premise that how much and how money is spent on education reflects our actual, as opposed to theoretical,

policy priorities. This course will introduce students to the fundamental principles of budgeting for educational institutions and provide them with a set of basic skills to create and analyze budgets in their specific professional context. The course focuses on the leadership competencies necessary to develop and align a school district's financial resources around its strategic plan to maximize student performance in the district schools.

Additional Course Attributes:

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

Education A096 Section: 1

Educational Product Practicum (224732)

David Dockterman

2025 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

12

In this intensive one-week module, students will serve as design consultants to a business or nonprofit "client," gaining hands-on experience developing a design proposal for a new product, delivery platform, or feature for an existing program. The client—an educational content provider or publisher—will provide background information on the market, educational goals, and operational aspects of an authentic design challenge, including potentially proprietary information. Under the guidance of the instructor, who has over 40 years of experience developing educational products, students will work in small teams to produce research-based product proposals. The pace of the course will mirror that of the design cycle in the field, spanning a typical work week. Daily deliverables with periodic feedback from the client will support rapid iteration on problem definition, underlying research, design constraints, evidence of impact, and targeted "minimum viable products" (MVPs). At the end of the course, students will submit to the client a summary of research on the learning need and promising interventions; construct definitions and maps; analysis of implementation constraints and affordances; a feature-by-feature proposal with supporting research and suggestions for collecting evidence of change; an annotated bibliography and list of potential expert advisors; and/or select MVPs. The client will credit students for any design ideas used in a future product, and students will be free to include their proposals (minus any proprietary information) in their professional portfolios.

Permission of the instructor is required. Course enrollment is limited to 12 students. Apply using this A096 permission-to-enroll form: <https://forms.gle/jyR7GuCWM7NEajrZ7>

Class Notes:

The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	cognitive development
HGSE: Competencies	manage a consulting project
HGSE: Pedagogy	design thinking
HGSE: Content	classroom instruction
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	assess cognitive challenges
HGSE: Competencies	collect qualitative data
HGSE: Content	innovation
HGSE: Pedagogy	field-based project
HGSE: Competencies	design an intervention
HGSE: Competencies	make a presentation
HGSE: Competencies	design a lesson
HGSE: Content	curriculum development
HGSE: Competencies	diagnose complex problems
HGSE: Content	learning theory
HGSE: Content	learning and teaching
HGSE: Content	universal design for learning
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	write a literature review
HGSE: Content	student achievement
HGSE: Competencies	conduct an interview
HGSE: Content	motivation
HGSE: Content	instructional design
HGSE: Competencies	develop a theory of action
HGSE: Content	scaling
HGSE: Pedagogy	project-based learning
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate

Education A097 Section: 1

Educational Product Practicum (224731)

David Dockterman

2025 Spring (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

12

In this intensive 6-week module, students will serve as design consultants to a business or nonprofit "client," gaining hands-on experience developing a design proposal for a new product, delivery platform, or feature for an existing program. The client—an educational content provider or publisher—will provide background information on the market, educational goals, and operational aspects of an authentic design challenge,

including potentially proprietary information. Under the guidance of the instructor, who has over 40 years of experience developing educational products, students will work in small teams to produce research-based product proposals. Completing robust weekly deliverables, with periodic feedback from the client, will be critical to meet the timing demands of a real world need. Expect rapid iteration on problem definition, underlying research, design constraints, evidence of impact, and targeted "minimum viable products" (MVPs). At the end of the course, students will submit to the client a summary of research on the learning need and promising interventions; construct definitions and maps; analysis of implementation constraints and affordances; a feature-by-feature proposal with supporting research and suggestions for collecting evidence of change; an annotated bibliography and list of potential expert advisors; and/or select MVPs. The client will credit students for any design ideas used in a future product, and students will be free to include their proposals (minus any proprietary information) in their professional portfolios.

Permission of the instructor is required. Course enrollment is limited to 12 students. Apply using this A097 permission-to-enroll form: <https://forms.gle/XL2ihJ9CkUZePmSDA>

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	student achievement
HGSE: Competencies	diagnose complex problems
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Content	instructional design
HGSE: Content	curriculum development
HGSE: Pedagogy	field-based project
HGSE: Content	classroom instruction
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	assess cognitive challenges
HGSE: Content	motivation
HGSE: Content	scaling
HGSE: Content	innovation
HGSE: Competencies	collect qualitative data
HGSE: Content	learning and teaching
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	design thinking
HGSE: Content	learning theory
HGSE: Competencies	manage a consulting project
HGSE: Content	cognitive development
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	develop a theory of action
HGSE: Competencies	design a lesson
HGSE: Content	universal design for learning
HGSE: Competencies	write a literature review
HGSE: Competencies	design an intervention
HGSE: Pedagogy	project-based learning

Education A098 Section: 1

Data Visualization for Effective Communication (224908)

Diana Feng

2025 Spring (2 Credits)

Schedule:

T 0430 PM - 0545 PM

Instructor Permissions: None

Enrollment Cap:

n/a

There's much more to visualization than meets the eye—effective visualization relies on visual cognition theories, an understanding of the audience, and creativity and flexibility that standard software packages rarely offer. In this module, students will acquire the knowledge and skills necessary to create impactful data visualizations that convey insights, deliver messages, and influence key stakeholders.

The course combines lectures on essential visualization principles with hands-on practice in labs, where students will develop proficiency in using Tableau. Special focus will be placed on creating accessible visualizations for student-identified target audiences. Through two course projects, students will showcase their newly acquired abilities by designing compelling visualizations suitable for inclusion in their professional portfolios. Recognizing that data-related projects are often collaborative, the course emphasizes the development of collaboration and communication skills through an individual project with a written report and a group project culminating in a semi-public final presentation. By integrating theory, practical application, and a focus on communication, this course provides a comprehensive approach to data visualization, equipping students with the skills and confidence needed to create influential visualizations and drive data-informed decision-making in their future careers.

While foundational statistical knowledge at the level of mean, median, and variance is required, advanced statistical expertise is not necessary for success in the class. The module is suitable for data visualization designers and decision-makers in the educational space and beyond. Students with unique and/or non-academic backgrounds in understanding and working with data are welcome and encouraged to speak with the instructor to determine if the class is a good fit for them.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Competencies	think strategically
HGSE: Competencies	use quantitative-research software
HGSE: Content	diversity equity inclusion
HGSE: Content	data analysis
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze quantitative data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lecture
HGSE: Competencies	make a presentation
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	lab sessions
HGSE: Content	technology
HGSE: Pedagogy	reflective writing
HGSE: Competencies	understand data

Education A101 Section: 01

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

Joseph Kalt

Angela Riley

2025 Spring (2 Credits)

Schedule:

MTWRF 1000 AM - 0430 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course examines the challenges that contemporary Native American tribes and nations face as they endeavor to rebuild their communities, strengthen their cultures, and support their citizens. The range of issues that Native leaders and policymakers confront is wide and encompass 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 interdisciplinary nature of current Native nation building. Research finds that effective nation building must be compatible with individual societies' cultures. Yet, American Indian tribes 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 provide selected presentations. Prominent North American Native leaders address the class, giving their perspectives on the choices and constraints they confront in their nation building efforts. Grades will be based on: issues briefs, 20%; and a take-home final exam, 80%.

Non-HGSE students from all schools and departments in the university are welcome. Harvard College students are not able to cross-register per FAS policy. Jointly offered at the Harvard Kennedy School (HKS) as DEV-501M.

Class Notes:

The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 9:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	social justice
HGSE: Content	culture
HGSE: Content	race/ethnicity
HGSE: Content	policy
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	simulation/role play
HGSE: Content	economic development

Education A102 Section: 01

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

Eric Henson

2025 Spring (4 Credits)

Schedule:

T 0430 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

This community based research course focuses on some of the major issues Native American Indian tribes and nations face in the 21st century. It provides in-depth, hands-on exposure to native development issues, including: sovereignty, economic development, constitutional reform, leadership, health and social welfare, tribal finances, 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 for a tribe, tribal department, or other entities active in Indigenous affairs. The course is devoted primarily to preparation and presentation of a comprehensive research paper based on work with a tribal community. In addition to hearing presentations on topics related to Native issues (from a range of guest speakers), students will make presentations on their work in progress and ultimate findings. Please send a few sentences describing your interest in the class as your "petition" to join.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
Blue Course Evaluations	ALL
HGSE: Content	ethnic studies
HGSE: Pedagogy	field-based project
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A111C Section: 01

Politics and Education Change: Case Studies (180068)

Christopher Gabrieli

2025 Spring (2 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

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) by looking at examples at the federal and state levels. 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 policy change effort ranging from recent classic examples (Race to the Top under Obama/Duncan) to currently unfolding policy issues such as "free college" and whatever is emerging from this year's elections. We will look at how individuals and institutions work to drive change and analyze their effectiveness. We will consider how to update Kingdon for today's world with explicit deep dives on how social media changes policy agenda setting and how the recent surge in demands for action against structural racism change the landscape. Finally we will look at what might come next on the education policy agenda. 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: Pedagogy	lecture
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	think strategically
HGSE: Content	policy
HGSE: Content	school reform
HGSE: Pedagogy	guest speaker(s)

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Content	politics
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

2025 Spring (4 Credits)

Schedule:

W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

This course examines the role of school, family, and community partnerships as a component of U.S. whole-school educational reform. The course explores the following questions: 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, and class discussions we will probe the benefits and challenges of these partnerships. Students engage in a semester-long group project that pairs them with a site working on a family and community engagement challenge.

At times, the last hour of class will be used for breakout sessions led by the teaching fellows.

Permission of the instructor is required for enrollment. The course is limited to 60 students. Sorry, but no auditors are allowed

Class Notes:

Course enrollment is by application. To apply, complete the application on the Canvas course home page starting on January 8th. The application deadline is 4:00PM ET on Tuesday, January 21st and students will be notified of acceptance by 5:00PM ET on Wednesday, January 22nd.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a literature review
HGSE: Content	families
HGSE: Pedagogy	team-based learning
HGSE: Content	community
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	case-method learning
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Content	learning and teaching
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project

Attribute	Value(s)
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	social justice
HGSE: Competencies	develop a business proposal or plan
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	ALL
HGSE: Competencies	practice equity and inclusion
HGSE: Content	policy

Education A130M Section: 01

Groups and Culture: Promoting Social Change for Children and Families (219749)

Roberta Wegner

2025 Spring (2 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Social change that benefits children and families depends upon nurturing group dynamics and healthy relationships. This course is designed to help students understand the dynamic nature of groups and culture, the key skills that generate cohesion and cooperation, and practices that help individuals come together as a group and function as a single entity to foster change for the good of children and families. Understanding factors in a healthy culture, group dynamics, common roles, group facilitation skills, and how to foster positive group relationships will be our focus. Drawing on examples of successful organizations, movements, and small-group experiences, students will learn approaches to supporting positive group functioning with the goal of improving the lives of the children and families we serve. Students will practice regular small-group facilitation. The class is taught by a practicing clinical psychologist with an expertise in groups, and the semester is viewed through the lens of application.

Additional Course Attributes:

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

Education A132 Section: 1

Educational Innovation and Social Entrepreneurship in Comparative Perspective (180100)

Fernando Reimers

2025 Spring (4 Credits)

Schedule:

F 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This project-based course supports students in designing a sustainable educational enterprise. Over the course of the semester, participants develop a viable education venture to improve educational opportunity. The course involves a series of activities and experiential workshops that walk students through the building blocks of creating an educational enterprise. Readings, discussions, conversations with guest speakers, and related activities examine the contributions of social entrepreneurs to expanding educational opportunity around the world. Students engage in weekly conversations with exemplary education entrepreneurs working domestically or internationally. Weekly discussion sections include workshops to build targeted skill

sets. Students present their final work at an exhibition where they receive feedback from peers and from other entrepreneurs.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	leadership
HGSE: Pedagogy	project-based learning
HGSE: Content	budgeting
HGSE: Competencies	develop a theory of action
HGSE: Content	organizations
HGSE: Content	strategic planning
HGSE: Competencies	develop a business proposal or plan
HGSE: Competencies	think strategically
HGSE: Content	process improvement
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	causal reasoning
HGSE: Pedagogy	small-group discussion
HGSE: Content	entrepreneurship
HGSE: Content	governance
HGSE: Pedagogy	readings
HGSE: Competencies	conduct an interview

Education A143 Section: 01

Public Narrative (216517)

Marshall Ganz

2024 Fall (4 Credits)

Schedule:

TR 0130 PM - 0245 PM

Instructor Permissions: Instructor

Enrollment Cap:

28

Questions of what am I 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?

If I am for myself alone, what am I?

If not now, when?

This course offers students an opportunity to develop their own leadership practice by asking themselves these questions at a time in their lives when it really matters and, at the same time, learning how to ask them of others.

Public narrative is the leadership practice of translating values into action. To lead is to accept responsibility for enabling others to achieve shared purpose in the face of uncertainty. Because narrative engages the "head" and the "heart," it can both instruct and inspire, teaching us not only why we should act but also moving us to act. Storytelling is a discursive process with which individuals, communities, cultures, movements and nations can articulate values they share, construct shared identities rooted in those values, and enable mindful response to disruptive challenges to those values by accessing hope over fear; empathy over alienation; and self-worth over self-doubt. In short, we can use public narrative to assert the value of our own humanity, articulate the value of our shared humanity, and motivate action respectful of that

humanity. We also give particular attention to enabling ourselves and others to deal with the challenges of loss, difference, domination and change.

All students interested in enrolling in MLD355: Public Narrative should submit a Student Commitment Form through the my.harvard portal. The form will be posted on Tuesday, June 25th.

Contact alyssa_ashcraft@hks.harvard.edu with any questions.

Class Notes: [The application for the course linked here](#) is due by September 4th.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	mindfulness
HGSE: Content	advocacy
HGSE: Pedagogy	lecture
HGSE: Competencies	analyze arguments
HGSE: Content	motivation
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	relationships
HGSE: Content	classroom instruction
HGSE: Competencies	make a speech
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Content	leadership
HGSE: Competencies	deliver a lesson
HGSE: Competencies	engage families

Education A147 Section: 1

Education and Resistance in Community-based Youth Organizations (218743)

Bianca Baldrige

2025 Spring (4 Credits)

Schedule:

M 0430 PM - 0700 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The purpose of the course is to provide students the opportunity to engage with and discuss the historical, ideological, and contemporary issues surrounding community-based programs engaging youth. Drawing on theoretical and empirical literature and current events, students will think critically about how political and social context shapes community-based education. Students will examine how educational policy and the confluence of power, race, class, gender, and broader systems of oppression shape community-based programs, the lives of youth workers and community-based leaders, and youth participants. This course explores how these spaces inform the educational experiences, political identity development, and organizing and activist lives of multiply-oppressed and vulnerable youth. Topics will include: grassroots organizing and activism, academic outcomes and access to higher education, full-service community-schools/school-community partnerships, social identity development, liberatory and culturally sustaining pedagogy, funding and philanthropy, healing justice, neoliberalism, and privatization in community-based afterschool education. Students will examine the paradoxical nature of community-based youth organizations as nurturing spaces of resistance for youth and sites of conflict and social reproduction. Ultimately, this course will challenge students to think critically about community-based youth organizations and their capacity for educational, political, and social change for youth and communities. Community-based leaders and youth work professionals are fully integrated into the course as guest lecturers and thought-

partners.

Additional Course Attributes:

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

Education A153 Section: 1

Culture & Arts Education Policy (225003)

Jennifer Chang

2025 Spring (2 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course examines the purposes, challenges, and opportunities of contemporary culture and arts education policies in the United States. Through a combination of lectures, case studies, guest speakers, and field visits to local policy and cultural institutions, students will explore topics such as the state of cultural and arts education policy today, the processes in which arts and cultural policies are designed, implemented, and advanced, as well as the challenges of using them to ensure equity and inclusion. Key questions addressed include: How are culture and arts education policies established? What functions do these policies serve in facilitating macro and micro-level change? How do these policies operate?

Each week students will hear from experts on critical cultural policy-related topics, analyze case studies, and engage in small-group discussions aimed to support reflection and analysis of real-world examples of culture, and arts education policies. Emphasis will be placed on understanding the historical, social, and political contexts that shape policy decisions and their implications for diverse populations. The course aims to equip students with a comprehensive understanding of how different governments and institutions design, implement, and evaluate policies to promote cultural and arts engagement within educational and social systems. This course is ideal for students interested in arts education, cultural policy, educational leadership, and international education development.

Additional Course Attributes:

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

Education A158 Section: 1

K-12 Education Policymaking in the U.S.: A View from the States (224970)

James Peyser

2024 Fall (4 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

40

Lottery-Based Enrollment The purpose of this course is to provide an overview of the role and impact of state governments in setting and implementing K-12 education policy in the United States, with a focus on major issues that affect instructional practice and student outcomes.

In the complex intergovernmental partnership that comprises U.S. public education, states have the primary responsibility for establishing local school systems, ensuring adequate and equitable resources, training and certifying educators, implementing common assessment and accountability systems, and overseeing

compliance with regulations to ensure equal access. It's impossible to understand current education policy without a thorough grasp of the role, responsibilities and challenges facing state governments as they exercise their leadership over public education.

This course will introduce students to the major structures and systems of public education, with special focus on relevant issues of greatest importance and controversy through the perspectives of policymakers and practitioners. It will place a premium on engagement in classroom discussions, group presentations, and individual writing assignments that encourage a pragmatic evidence-based approach to analyzing issues, while providing a window into the complexity and limitations of policymaking.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A162 Section: 01

The Art and Science of Portraiture (180115)

Irene Liefshitz

2025 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

Created by Dr. Sara Lawrence-Lightfoot nearly four decades ago, portraiture is a method of social science inquiry distinctive in its blending of art and science, aesthetics and empiricism. This seminar illuminates the origins, purposes, and features of this method, placing it within the larger discourses of social science disciplinary frameworks, and mapping it on the broader terrain of qualitative research. Through researching and writing portraits of individuals, institutions, relationships, processes, or concepts, students learn the tools and strategies of rigorous data gathering, systematic empirical description, discerning analysis, and narrative composition. This is a working seminar with class members serving as discussion leaders, critics, authors, and respondents of each other's work.

Application and permission of instructor required. Enrollment is limited to 15. Prerequisites: background or strong interest in research design, qualitative inquiry, aesthetics and empiricism, literary narrative, or the arts, as well as strong idea(s) re: portrait subject/topic. Application and instructions will be posted on the course website.

Additional Course Attributes:

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

Education A164 Section: 01

Program Evaluation and Education Policy (180117)

Melanie Rucinski

2025 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

50

How does school spending affect student outcomes? What are the impacts of school vouchers on students who receive them and students who don't? Can we estimate the effect of an individual teacher on student test scores? The answers to important questions in education policy often rely on claims about causal impacts of policies or programs. In this course, students will gain experience reading, critiquing, and replicating five common approaches to measuring program impacts: randomized trials, regression discontinuity, difference-in-differences, covariate adjustment (including "value-added" models), and matching. We will discuss recent quantitative evidence on important education policy topics, such as charter schools and vouchers, school spending, and college financial aid. The course will focus on quantitative impact evaluations, as opposed to qualitative or process evaluations. Many readings are drawn from the U.S. context, but we will also discuss papers that draw from international evidence. This course will teach students the skills to become informed consumers of quantitative impact evidence and contribute to evidence-based decision-making in education policy and practice.

Prerequisites: Successful completion of S-040 (HGSE), API 202M (HKS), or equivalent coursework covering applied regression analysis through multivariate regression and interaction terms.

Class Notes:

Required enrollment survey: Enrollment is limited. Please complete the enrollment survey on the course website by 5pm EST on Friday, January 17th. All students will be notified if they have been admitted or waitlisted by 6pm EST on Friday, January 17th. If you are accepted but choose not to take the class, please email the instructor so that we can admit another student.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	field-based project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	accountability
HGSE: Content	foundational quantitative methods
HGSE: Competencies	make a presentation
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze student data
HGSE: Competencies	synthesize readings

Education A170 Section: 1

Race, Place and Belonging Remix: Reimagined Urban Schools & Communities (224881)

Shawn Ginwright

2025 Spring (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

With few exceptions, education has been a consistent vehicle for social mobility for some Americans. For

others, education has fallen short of its promise of inclusion and authentic democratic participation. This tension has compelled community advocates, institutional allies, and young people to confront the raw and unfiltered realities of race, place, and belonging within their schools and communities. Community advocates remain committed to building new solutions to the challenges in urban schools and communities. "Race, Place, and Belonging in Urban Schools and Communities" challenges students to critically analyze and reimagine ways to eliminate the systemic barriers that perpetuate inequity and exclusion in urban educational settings.

This course will explore promising strategies for transforming urban schools. One theme revisited throughout this course is the idea that a better understanding of urban environments gives us insight into how these environments influence the development and education of children and youth. The course is guided by an investigation into innovative strategies that have shown improvement in urban environments. Using social theory, students will gain a greater understanding of the various challenges and opportunities facing urban public schools.

The goal of this course is twofold. First, it aims to introduce students to relevant social theory regarding urban education. The course begins with a brief overview of the historical development of schooling and introduces students to present-day debates, topics and issues facing urban schools. Second, the course provides students with innovative strategies and promising models of urban educational change.

By the end of this course, students will emerge as advocates for equity and justice, armed with the knowledge and strategies to transform urban educational landscapes. They will be prepared to tackle the pressing issues of race and place head-on and create environments where every student can experience genuine belonging and opportunity.

Additional Course Attributes:

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

Education A203 Section: 1

Educational Justice (180135)

Meira Levinson

2025 Spring (4 Credits)

Schedule:

R 1030 AM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Educators and educational policymakers regularly make challenging ethical decisions that implicate deeply-held values like justice, equity, autonomy, or democracy. For example, what should be done about a student with diagnosed emotional issues who frequently disrupts class, but who benefits from being mainstreamed? How should educators contend with divisive political rhetoric in schools, in the context of a highly-polarized, hyperpartisan democracy? How can policies designed to correct educational inequality, such as school closures or teacher evaluation policies, constitute injustices in and of themselves? This course addresses these questions by engaging with philosophical, theoretical, and empirical readings from a variety of disciplines. We will grapple with case studies of ethical dilemmas from classrooms, schools, districts, and organizations at the K-12 and higher education levels from the United States and around the globe. 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.

No prerequisites. This course is intended for masters and doctoral students from all concentrations and programs. Cross-registrants, including undergraduates, welcomed.

Note that in addition to the scheduled Thursday seminar from 10:30-1:15, each student will take part in a weekly 90-minute small (4-5 person) learning group meeting on Mondays, Tuesdays, or Wednesdays. These will be organized after our first class session to accommodate student schedules.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	project-based learning
HGSE: Content	principals
HGSE: Content	diversity equity inclusion
HGSE: Content	lgbtq
HGSE: Content	values
HGSE: Competencies	write a case study
HGSE: Content	social justice
HGSE: Pedagogy	case-method learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	simulation/role play
HGSE: Content	system-level leadership
HGSE: Content	critical theory
HGSE: Competencies	facilitate group process
HGSE: Competencies	practice equity and inclusion
HGSE: Content	pedagogy
HGSE: Content	disability/ableism
HGSE: Content	teachers
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop a theory of action
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	analyze arguments
HGSE: Competencies	debate
HGSE: Competencies	collaborate
HGSE: Content	decision-making
HGSE: Content	race/ethnicity
HGSE: Content	social contexts
HGSE: Content	leadership
HGSE: Pedagogy	multimedia projects
HGSE: Content	ethics
HGSE: Content	bullying/discrimination

Education A204M Section: 01

Art of Social Change (219931)

Crisanne Hazen

Michael Gregory

2025 Spring (2 Credits)

Schedule:

M 0130 PM - 0330 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Lottery-Based Enrollment This course explores various strategies for systemic law and policy reform, focusing on legal systems that impact children, including the education, juvenile legal, and child welfare systems, among others. We examine significant reform initiatives and consider how best to advance the interests of young people. The emphasis is on analyzing different approaches to system change, inside and outside of the courtroom, with the goal of informing students' future advocacy efforts. During approximately half of the class sessions, we bring into the classroom as visiting lecturers leaders and changemakers from the worlds of policy and practice who represent different disciplines, career paths, and approaches to system change. Through these sessions, we learn how child-centered legal systems (e.g., child welfare, education, and juvenile legal) inequitably distribute benefits and harms to various groups of children and think critically about different approaches to systemic law and policy reform. During the other weeks of the course, we convene in smaller learning communities, deepening our understanding of the work shared by guest speakers by using a conceptual model as a tool to 1) retrospectively analyze system change efforts and 2) prospectively (and iteratively) plan a campaign to achieve system change.

Through readings, speakers, and in other ways, we will endeavor as much as possible to bring the voices of young people themselves into our conversations.

Throughout the semester, students work on their own system change project or paper, getting an opportunity to apply their learning to an issue that is important to them. The course places an emphasis on peer learning and integrates opportunities for workshoping and feedback on final projects as part of the bi-weekly learning community class sessions. Class participation is part of the final grade. There is no final exam.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Not Available for Cross Registration

Education A205 Section: 1

Microeconomics of Education (180136)

Vesall Nourani

2025 Spring (4 Credits)

Schedule:

MW 0900 AM - 1015 AM

Instructor Permissions: Instructor

Enrollment Cap:

40

Lottery-based Enrollment This course introduces students to fundamental principles of microeconomics with a focus on questions relevant to education. The main goal is to train students to appreciate the power of precise and analytical thinking through the lens of economic models of human behavior. Given that these models have powerful implications for policy choices, emphasis will also be placed on the limits and strengths of such analytic thinking. Examples of policy problems are drawn from early childhood education, elementary and secondary education, and post-secondary education in a variety of countries. The course has at least two secondary goals, including: 1) helping participants link the implications of economic models to empirical research questions and 2) linking models covered in the course to recent research when appropriate. A structured sequence of readings and problem sets are required of all students. The course is an introduction to the principles of microeconomics with a focus on education; thus, students who have had intermediate microeconomics should not take this course. Students should have experience with reading graphs and be competent in algebra.

Enrollment is limited and will be determined via the centralized HGSE course lottery. Interested students must follow the lottery protocols shared by the Office of the Registrar to be considered.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	problem sets
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	lecture
HGSE: Content	economics
HGSE: Limited Enrollment	XREG Allowed
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A206 Section: 1

Understanding Educational Inequality through the Lens of Economics and Race (212560)

Peter Blair

2025 Spring (4 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course provides students with an introduction to how economists think about the role and value of education within the broader society, with a special emphasis on issues of racial inequality seen through an economic lens. Understanding education through this lens is vital for educators, future policy makers, education reformers and scholars because of the central role that economic analysis plays in shaping the public discussion on education. An aim of this course to equip students to make, understand, and challenge these economic arguments. In the first half of the course we will develop a common language and toolkit. Developing this toolkit will happen in the context of a team-based approach to learning. In the second half of the course we will do a deep dive into understanding several contemporary issues in education with a special focus on higher education and issues at the intersection of race, racial inequality, and education. In particular, we will critically examine the economic arguments used in legal cases on affirmative action in higher education and explore issues of inequality in higher education that derive from access to college, especially in elite colleges and universities. We will also look at alternative credentials such as occupational licensing, which now affects 25% of US and 22% of European Union workers, to explore how they interact with educational inequality.

No prerequisites; open to all. Everything need to succeed in this course will be taught as part of the course. It is open to master's and doctoral students at HGSE and other departments across the university and to interested undergraduates.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Content	economics
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning
HGSE: Content	testing
HGSE: Competencies	analyze arguments
HGSE: Competencies	analyze qualitative data
HGSE: Content	higher education
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	race/ethnicity

Education A222 Section: 01

Higher Education and the Law (180151)

Philip Catanzano

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Post-secondary institutions are not only an important part of our broader society, but they also function as a microcosm of society – with their own internal hierarchies, bureaucracies, rules, and procedures. But not every institution is treated the same under the law or confronts the same problems. Public universities and private universities are often held to different legal standards; large institutions and small institutions often have different concerns and motivations. Each of these types of institutions – public or private, large or small – also have to comply with mandates set by various public and private actors, including governmental actors (federal, state, and local) or private accreditation agencies. And that does not even begin to look at the interests of other stakeholders, like students, boards of trustees, alumni, and others. In sum, the law of higher education is a challenging area to navigate, but that is our goal for the semester. In keeping with the traditional seminar format, we will cover many different topics over the course of the semester, many of which are standalone classes (e.g., intercollegiate athletics, disability law). While you will not be an expert in the areas we cover upon the completion of this seminar, it is expected that you will have a good working knowledge of the major issues impacting colleges and universities, as well as how they fit together.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Content	policy
HGSE: Content	organizations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	higher education
HGSE: Competencies	interpret laws
Blue Course Evaluations	ALL
HGSE: Content	law

Education A225 Section: 1

Justice by Means of Democracy (225886)

Danielle Allen

statutes, regulations. While these will be core concepts we work on throughout the semester, after the first two weeks, we will begin to address specific topics in K-12 education that have a legal component to them. For example, there will be sections on disability law, the First Amendment (both speech and religion), the Equal Protection Clause and related non-discrimination laws like Title VI of the Civil Rights Act and Title IX of the Education Amendments, and finally, a discussion of other legal issues that may arise at the K-12 level (e. g., due process and discipline, search and seizure issues, etc.).

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	civil rights
HGSE: Competencies	interpret laws

Education A244 Section: 1

The Intersection of Speech and Harassment: Navigating Challenges that Arise in Education (224854)

Philip Catanzano

2024 Fall (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

In 1969, in a case called *Tinker v. Des Moines*, the U.S. Supreme Court stated that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." In over a half a century since, secondary schools and post-secondary colleges and universities have struggled to apply this concept to varying forms of speech from students, faculty, or even the institution itself. In the same time period, federal law – and many state laws – is clear that students, educators, and other community members should not be harassed based on a range of protected categories. Surprising no one, these important principles – speech and harassment – often come into conflict.

In this course, we will focus on the seminal cases involving speech at both the K-12 and post-secondary level. We will discuss the different standards of protected speech at public institutions governed by the First Amendment versus private institutions subject to their own policies and principles. We will also focus on federal non-discrimination laws and the types of behaviors that commonly constitute harassment in the educational context. With those dual foundations set, we will explore challenging scenarios that focus on the intersection between speech and harassment and the pragmatic decision-making situations for educators and educational leaders.

The subject matter of the speech that we will examine may be provocative by its very nature. This course will not focus on the merits of the speech, including our level of agreement or disagreement with the examples used. Instead, it will focus on how educational institutions, educational leaders, and community members (including students and staff) can understand the various legal standards used by the federal government and the courts to navigate these issues.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	interpret laws
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	civil rights
HGSE: Pedagogy	case-method learning

Education A301 Section: 1

How School Boards Shape Education (225815)

Scott Levy

2025 Spring (2 Credits)

Schedule:

TWR 0900 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

****Lottery-based Enrollment**** Not long ago, America's local school boards were viewed as unexciting entities that conducted mundane district business, and they were often an afterthought in academia and among education reformers. More recently, across blue, purple, and red states, school boards have become highly visible battlegrounds, adjudicating some of the most contentious issues of our time. This course engages participants in essential education governance questions and explores why school board politics are often so contentious. Do school boards matter? How do they function? How has their role evolved over time? Are they the optimal way to govern schools or is there a better alternative? In addition, the course will analyze board governance best practices, including the board-superintendent relationship and interaction with teachers, administrators, unions, policy makers, and community members. Lastly, we will explore the connection between school boards and democracy more broadly.

Class Notes:

The add/drop/grading basis change deadline for this course is Wednesday, January 8th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Content	system-level leadership
HGSE: Content	strategic planning
HGSE: Limited Enrollment	JAN - Residential Courses
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	small-group discussion
HGSE: Content	governance
HGSE: Content	organizations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	policy
HGSE: Content	decision-making
HGSE: Pedagogy	guest speaker(s)
HGSE: Limited Enrollment	JAN -XREG Allowed
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	write a research/analytic paper

Education A302 Section: 1

Leading for Equity in U.S. School Systems: Navigating Change in a Complex Environment (214592)

Jennifer Cheatham

2025 Spring (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

What does it take to put equity-focused change into action in a traditional K-12 public school system, especially today? In this course, we will: explore strategies to enact equity-focused change with power and purpose; anticipate the joys and perils associated with this work; and analyze the leadership moves necessary to put strategy into action in a politically polarized environment. We will methodically unpack school districts' equity-based efforts to transform human capital systems, decision-making processes, strategies for community engagement, approaches to resource use, and cultural norms through case scenarios and interaction with school district leaders, all with an eye toward creating systems that enable great teaching for every learner. In addition to exploring what needs to change at the system level, we will consider how these changes should be implemented by leaders over time with attention to personal identity and local context. This course moves students beyond the theoretical and into lively discussions about real school district practice in real time with real challenges.

There are no prerequisites, but it is recommended that participants have already done some personal exploration of their racial and intersecting identities and have grappled with issues of racism, anti-racism, and racial equity in schools. Students will be asked to fill out a pre-class survey.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop a theory of action
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	identity
HGSE: Content	relationships
HGSE: Competencies	practice equity and inclusion
HGSE: Content	culture
HGSE: Pedagogy	peer learning
HGSE: Competencies	E&O Electives
HGSE: Content	decision-making
HGSE: Content	partnerships
HGSE: Content	community
HGSE: Content	strategic planning
HGSE: Competencies	collaborate
HGSE: Competencies	analyze arguments
HGSE: Competencies	think strategically
HGSE: Content	organizations
HGSE: Content	leadership
HGSE: Content	teachers
HGSE: Pedagogy	case-method learning
HGSE: Content	values
HGSE: Pedagogy	reflective writing

Education A305 Section: 1

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

Jal Mehta

2024 Fall (4 Credits)

Schedule:

T 0930 AM - 1150 AM

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 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.

Class Notes: Information about how to submit your application to this course can be found on the course canvas site.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	project-based learning
HGSE: Content	learning and teaching
HGSE: Content	policy
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze qualitative data
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	design thinking
HGSE: Content	pedagogy
HGSE: Competencies	design an intervention
HGSE: Competencies	collect qualitative data

Attribute	Value(s)
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	design a school
HGSE: Content	leadership
HGSE: Competencies	think strategically
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	field-based project

Education A310C Section: 1

Faith, Education, and Leadership (214534)

Irvin Scott

2025 Spring (2 Credits)

Schedule:

W 0900 AM - 1100 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Across America, students in rural, suburban, and urban areas experience the daily effects of inequity on their educational journeys. From under-resourced schools and communities to a lack of teachers and staff to properly train students, our children in America are suffering from academic and emotional outcomes that make navigating their futures incredibly challenging. At the same time, we know that faith provides stability, support, and guidance to millions of young people, families, and communities across the United States. And, we know it is especially pivotal for vulnerable communities (i.e. Black, Latinx, immigrant, other marginalized communities). Churches, mosques, temples, and other religious centers often take the lead in giving at-risk children academic assistance, mentorship, and lessons in resilience and self-control. At the Leadership Institute for Faith and Education (LIFE)—the impetus for this module—we believe that schools have the opportunity to leverage the support these institutions provide to enhance, empower, and raise achievement levels of all kinds for children across America. Historically, communities across the country have created the change they want to see locally through reaching across divides and building relationships, programs, and advocacy together, and we believe the same is true of faith and educational communities coming together. In this module, we will ask what role faith plays in the development of our personal identities as educational practitioners, how faith communities can become more engaged partners in improving student outcomes, and what it might look like to design an impact-orientated faith and education partnership with people of different faith perspectives.

Additional Course Attributes:

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

Education A310G Section: 01

Data Wise: Using Collaborative Data Inquiry to Build Equitable Schools (180177)

Kathy Boudett

2025 Spring (3 Credits)

Schedule:

MTWRF 0900 AM - 0400 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What would it look like, feel like and sound like if schools were filled with educators collaborating so each student thrives? This course supports you in developing the habits of mind needed to use collaborative data inquiry to build more equitable schools. We use the step-by-step [Data Wise improvement process](#) as our lead

framework and explore the equity questions that are essential to address at each step. The course will prepare you to lead teams of educators in collaborative analysis of a wide range of data sources, including student work, formative assessments, annual standardized tests, interviews, and classroom observations.

Through interactive hands-on activities you will learn tools for presenting, discussing, and acting on data. In whole-class sessions, you will work side-by-side with educators who have come to Cambridge to immerse themselves the [Data Wise Leadership Institute](#). In integration sessions, you will discuss the implications of course readings for practice. Finally, in meetings with your team of HGSE students, you will grapple with the challenges of maintaining a relentless focus on evidence and hone your ability to take an equity lens to the work of improvement. By the end of the course, you will have co-created a plan for launching collaborative data inquiry in a school and completed reflective assignments that capture how your thinking has evolved around your role in disrupting patterns of oppression in the education sector.

No prerequisites. Degree-program students enroll using the standard course registration process; professional education participants apply here: <http://www.gse.harvard.edu/ppe/data-wise-portfolio>.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	principals
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	student achievement
HGSE: Pedagogy	field-based project
HGSE: Content	organizations
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	facilitate group process
HGSE: Content	leadership
HGSE: Competencies	think strategically
HGSE: Content	teams
HGSE: Content	decision-making
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Competencies	create data visualizations
HGSE: Content	assessment
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	E&O Electives
HGSE: Content	process improvement

Education A310N Section: 1

Coaching with Equity in Mind (216810)

Kathy Boudett

Michele Shannon

2024 Fall (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What are best practices in using coaching as a strategy for capacity-building of individuals? And how can we use this strategy to shift educational institutions to become more equitable? This course invites you to explore how coaching can help individuals lean into their strengths, recognize their biases, and coach with an awareness of the ways in which social identity and dominant culture impact the coaching relationship. As part of our class time, each week you will engage in a coaching practicum where you use a research-based coaching format to work with peers to practice key skills related to coaching with equity in mind. These skills include developing rapport, building trust and psychological safety, actively listening, effectively questioning, working through levels of dialogue and providing actionable feedback.

During this practicum, you will coach a peer on cultivating their chosen equity leadership disposition (<https://www.leadershipacademy.org/resources/equity-leadership-dispositions-2/>). The beauty of coaching is that you don't need to be an expert in the area that your coachee chooses; you just need to be able to listen carefully and create a holding environment where they can do their own learning. Through targeted feedback from peers and teaching team members, you will leave this course with improved basic coaching skills. You will also leave with a deeper understanding of how to integrate equity leadership dispositions into your practice.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Competencies	practice equity and inclusion
HGSE: Content	coaching
HGSE: Content	system-level leadership
HGSE: Pedagogy	small-group discussion
HGSE: Content	relationships
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	leadership
HGSE: Content	professional development
HGSE: Content	principals
HGSE: Pedagogy	readings
HGSE: Content	culture
HGSE: Pedagogy	experiential learning
HGSE: Competencies	think strategically
HGSE: Content	identity
HGSE: Content	social justice
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	peer learning
HGSE: Content	diversity equity inclusion
HGSE: Competencies	mindset

Education A310R Section: 1

Independent Schools: Leadership, Opportunities, Challenges (214365)

Richard Melvoin

2024 Fall (2 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-Based Enrollment Independent schools teach fewer than 10% of America's children, yet their role can be significant, and opportunities for students, teachers and administrators who want to make an impact on the world can be profound. This module provides an introduction to different dimensions of working in and leading an independent school. The course will explore the importance of mission, vision, and the evolving ways in which independent schools are addressing issues of diversity, equity, inclusion and justice. Using numerous case studies, discussions will focus on leadership challenges: from admissions and financial aid policies to hiring faculty, from building a budget to handling disciplinary cases -- and through all of this the ethical, legal and pastoral dimensions of headship. Recognizing that all schools today face profound questions of both what and how to teach, the course will also explore questions of curriculum and pedagogy. Between readings, cases, and spirited discussion, students will better understand the nature of independent schools, their evolving mission, the great opportunities they provide for both students and faculty, and the particular challenges of independent school leadership.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	ethics
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	career development
HGSE: Competencies	design a school
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	case-method learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	leadership
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	financial management
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	admissions
HGSE: Competencies	think strategically

Education A310S Section: 1

Schools in Action: Observing, Reflecting, and Acting in a Time of Crisis (208356)

Linda Nathan

2024 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

12

Enrollment by application and limited to 12 students. Students who enroll in A310S are given priority for enrollment in A320 , Building Democratic Schools, in the Spring. Education and democracy are inextricably linked. Education is seen as the cornerstone for democracy. Democracy is seen as an important organizing value for education. This course seeks to understand the complexities and intricacies of this relationship

through observation, reflection and writing. Our lived experiences and those of educators and students around the world will form the primary text of this course. We will visit schools – in-person, and through written and oral descriptions – to observe what education and democracy looks, sounds, and feels like in action. Additionally, we will engage with readings that helped shape the thinking of those leading this work on the ground and our own thinking. At the end of the semester, students will share their emerging vision for education and democracy.

An ongoing feature of the class is the opportunity for students to engage in reflective writing/podcasting/digital storytelling about their observations. The goal is for students to have a body of work that they can publicly share in whatever medium and format they choose. As a class, we will engage in on-going critique of one another's writing or creative works.

We feel that this course is an opportunity for our learning community to develop their understanding, experience, and voice as democratic educators. Education is being used to support a range of social projects from democratic equality and social efficiency to social justice and liberation to fascism and white supremacy. We will work to create opportunities for reflection, dialogue, and action to critically explore how the relationship between education and democracy contributes to these projects. To do so, we will slow down, ask critical questions to understand, and challenge our own assumptions by exploring how we know what we know and why. This includes challenging the premise of this course by exploring whether democracy can ever be achieved and if so, can it be achieved for everyone and should education even work to uphold democracy or be organized around democratic values.

Class Notes: Students will be responsible for their own transportation to schools that we will visit.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education A310W Section: 01

Leading Strategically: Building Skills for Effective Leadership (215779)

Elizabeth City

2025 Spring (2 Credits)

Schedule:

M 0430 PM - 0740 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What does it mean to "lead strategically" in your professional life? How might strategic mindsets and tools apply across all dimensions of your life? How do you thoughtfully consider identity, equity, and expanding boundaries when planning strategically? How do you avoid typical pitfalls, like trying to do too many things or strategy living in the leader's head rather than being shared and driven by a variety of stakeholders? How can you be proactive rather than reactive? How does strategy translate to the daily work of organizations and leaders? This module prepares you to be a more strategic leader by partnering to answer these and other questions leaders face when trying to accomplish great things in complex contexts. The module is designed for leaders in a variety of environments - preK-12 schools and school systems, higher education, non-profits, mission-based for-profits, state and federal education agencies, entrepreneurial endeavors, U.S. and international. The module is hands-on and interactive, including self-assessment, peer interaction, and

practice with tools you can use at the organizational level and in your own daily and regular work.

*Note on class meetings: this course meets in whole group for ~2 hours a week, followed by small group for ~1 hour/week, all of which happens between 4:30 and 7:40pm on Mondays.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	strategic planning
HGSE: Content	decision-making
HGSE: Content	teams
HGSE: Content	leadership
HGSE: Competencies	identify one's leadership strengths & limitations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop a theory of action
HGSE: Competencies	think strategically
HGSE: Competencies	facilitate group process

Education A311A Section: 1

Leading a School Through Challenge and Crisis (217441)

Richard Melvoin

2025 Spring (2 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-based Enrollment Harvard's famous anthem Fair Harvard sees "calm rising thro' change and thro' storm." But school leaders are the ones who have to take the tiller and figure out the way to steer through the storm. Recent school years provide staggering cases, from the pandemic to issues of racial justice and culture wars. How could leaders respond to these crises in real time? How does one also find the inner calm to be able to lead effectively? The thrust of this case-based, discussion-based course is to challenge students to problem-solve the widely varied kinds of problems – and yes, crises – that school leaders face. They range from the immediate – the death of a student, the threat of an armed person on campus, a racist incident – to possibly less urgent but no less real crises: a slashed budget, crumbling infrastructure, reports of sexual assault. By working through specific cases, this course will illuminate larger operational and strategic issues that are part and parcel of the work of a school leader. While some cases will be drawn from the instructor's direct experiences in leading an independent school, the issues addressed will be central for students aspiring to lead all manner of schools: public, charter, faith-based, and private. Readings will be drawn from several sources that focus on the nature of leadership, both in the world of schools and beyond.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	leadership
HGSE: Pedagogy	case-method learning

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	politics
Blue Course Evaluations	ALL
HGSE: Content	decision-making
HGSE: Content	leadership
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	engage in difficult conversations
HGSE: Limited Enrollment	XREG Allowed

Education A314 Section: 1

Collaborative Action for Children: Redesigning Education for Equity (180181)

S. Paul Reville

Rob Watson

2025 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

37

This is a university-wide course devoted to conceiving and developing a vision and strategic plan for a broader, deeper education system featuring comprehensive, integrated systems of education, child development, health and human services and out-of-school learning. The course focuses on place-based cradle-to-career collaborative action to create holistic, child development and education systems. Together we will build understanding around the challenges involved in creating community-based systems that meet children - and families - where they are and provide the support and opportunities they need to succeed inside and outside of school.

Additionally, the course will explore collective impact models in urban, suburban and rural communities across the country and feature case studies and class visits from exemplary collaborative action leaders. We will examine equity-centered approaches to mitigating the effects of poverty on children's lives and provide students with the opportunity to work on in-depth field experience projects in partnership with local communities. Through participation in this course, students can expect to develop design thinking skills and a deeper understanding of the application of design thinking to address the challenges of poverty and underperformance in US school systems.

The course will also explore the advocacy and policy targets necessary to address the underlying conditions of poverty and generating and aligning sustainable resources to construct more equitable systems. Upon completion of the course, students will have an increased understanding of collaborative action, an ecosystem approach to child development and education, and the development of cradle-to-career systems of opportunity that advance socioeconomic mobility. This course will offer students an opportunity to develop cross-sector leadership skills and work with peers from diverse professional backgrounds and degree programs.

Permission of instructor required. More information will be posted on the course website. This course is available for cross-registration.

Students interested in enrolling in the course should complete the course application form linked here by Wednesday January 22nd at 8:00 PM Eastern Time and request instructor permission in my.harvard.edu.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
HGSE: Content	social networks
HGSE: Content	mental health
HGSE: Content	action research
HGSE: Competencies	think strategically
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	reflective writing
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	community
HGSE: Pedagogy	field-based project
HGSE: Competencies	make a presentation
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations

Education A320 Section: 01

Building a Democratic School: School Design Workshop (180185)

Linda Nathan

2025 Spring (4 Credits)

Schedule:

R 0300 PM - 0600 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Boston's pilot school initiative, begun in 1994, was 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, school or nonprofit designers 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. All students will design a school or a nonprofit. The class will operate as a studio workshop as much as possible. Although the readings primarily focus on US based schools, designers from outside of the US are encouraged to enroll.

Enrollment is limited. Instructions for enrollment will be posted on the course website. Due to the nature of this course, it is strongly preferred that students take it SAT/NCR.

Additional Course Attributes:

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

Education A323Y Section: 1

Data Wise Coach Certification (203666)

Kathy Boudett

2024 Fall (0 Credits)

Schedule:

T 0430 PM - 0645 PM

Instructor Permissions: Instructor Enrollment Cap: 10

Permission of instructor required. Prerequisite: Acceptance in March 2024 into the Data Wise Coach Certification Program. Additional information available at <http://www.gse.harvard.edu/ppe/program/data-wise-coach-certification>.

This 2-credit yearlong course provides HGSE students who have been accepted into the [Data Wise Coach Certification \(DWCC\) program](#) with the structure and support needed to complete the requirements of the program by April 2025. These requirements include: (1) Building Data Wise coach competencies by engaging in specific learning activities, (2) Documenting your insights in a written portfolio and revising to take feedback into account, and (3) Sharing your learning in a live virtual portfolio review to which the whole coach network is invited. The culminating project for this course is the Data Wise Coach Certification Program portfolio review. Once certified, Data Wise coaches are qualified to: Teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry, Coach teams as they work their way through a cycle of inquiry, and Serve as mentors to aspiring coaches who are teaching fellows in Data Wise programs.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Pedagogy	team-based learning
HGSE: Content	process improvement
HGSE: Content	organizations
HGSE: Content	student achievement
HGSE: Content	assessment
HGSE: Competencies	collaborate
HGSE: Content	teams
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	reflective writing
HGSE: Content	principals
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Content	instructional design
HGSE: Pedagogy	field-based project
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	facilitate group process
HGSE: Content	decision-making

Education A324Y Section: 1

Data Wise Coach Certification (203667)

Kathy Boudett

2025 Spring (2 Credits)

Schedule:

T 0430 PM - 0645 PM

Instructor Permissions: Instructor

Enrollment Cap:

10

Welcome to the Data Wise! This 2-credit yearlong course provides HGSE students who have been accepted

into the Data Wise Coach Certification (DWCC) program with the structure and support needed to complete the requirements of the program by April 2024.

These requirements include:

- Building Data Wise coach competencies by engaging in specific learning activities
- Documenting your insights in a written portfolio and revising to take feedback into account
- Sharing your learning in a live virtual portfolio review to which the whole coach network is invited.

The culminating project for this course is the Data Wise Coach Certification Program portfolio review. Once certified, Data Wise coaches are qualified to:

- Teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry
- Coach teams as they work their way through a cycle of inquiry
- Serve as mentors to aspiring coaches who are teaching fellows in Data Wise programs

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	principals
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	peer learning
HGSE: Content	coaching
HGSE: Content	professional development
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Content	diversity equity inclusion

Education A337 Section: 01

Equity and Inclusion Leadership Practicum (213699)

Houman Harouni

2024 Fall (4 Credits)

Schedule:

TR 0900 AM - 1030 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course is the first component of a yearlong experience, intended for students enrolled in HGSE's Equity and Inclusion Fellowship. It offers a core experience for learning leadership skills in relation to issues involving justice and power. Participants will engage in a rigorous process of analyzing their own and other people's approaches to mobilizing collective action within and beyond limiting social structures. Students should expect to engage in an in-depth exploration of their own past and present forms of practice. While there is limited emphasis on theoretical readings, there will be a strong focus on clarifying one's underlying

theories, assumptions, and attitudes toward the issue of equity and the practice of leadership. Equity Fellows are expected to take an active role in engaging the larger Harvard community in conversations that are by no means easy to lead. As such, they must be ready, within the protected structures of this practicum, to understand their own relationship to difficult discussions and the creation of brave communities. The taking of an active role within and beyond the institution will be a major component of the course work. In this process, participants will receive a great deal of mentorship and support, and they will have the chance to experience a wide variety of models and modes of facilitation.

Permission of instructor required. Enrollment is limited to students In HGSE's Equity & Inclusion Fellowship. Enrollment procedure will be posted on the course website.

Class Notes: Enrollment in this course is reserved for Equity and Inclusion Fellows only.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Competencies	think strategically
HGSE: Competencies	facilitate group process
HGSE: Content	teachers
HGSE: Competencies	build partnership
HGSE: Competencies	debate
HGSE: Content	identity
HGSE: Competencies	practice equity and inclusion
HGSE: Content	critical theory
HGSE: Pedagogy	socratic discussion
HGSE: Content	politics
HGSE: Competencies	write a case study
HGSE: Pedagogy	case-method learning
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	group dynamics
HGSE: Content	culture
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social contexts
HGSE: Content	learning and teaching
HGSE: Content	ethics
HGSE: Pedagogy	reflective writing
HGSE: Content	decision-making
HGSE: Content	race/ethnicity
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	values
HGSE: Competencies	manage a consulting project
HGSE: Competencies	develop a theory of action
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	discussion sections
HGSE: Content	pedagogy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture

Education A347 Section: 1

Collaborative Action for Cradle to Career: An Ed Redesign Colloquium (224699)

S. Paul Reville

2024 Fall (2 Credits)

Schedule:

T 0930 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

12

This course will focus on the national movement to collaboratively build place-based, systems designed to ensure all children's well-being, educational success and economic mobility. Students will each pursue independent projects in this field while participating in colloquia on the theory and practice of this work, EdRedesign's (edredesign.org) mission and strategies and the challenges and possibilities in this emerging field of holistic systems for providing the supports and opportunities necessary for a thriving childhood. Classes will typically include discussions of the readings, guest lectures from visiting practitioners, and lectures. Additionally, each week will include time reserved for project development, presentations, and feedback sessions. Students will be responsible for a final paper and oral presentation on their independent projects. Doctoral, Master's and Undergraduate students may apply. Course size will be limited to approximately twelve.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	policy
HGSE: Content	families
HGSE: Pedagogy	socratic discussion
HGSE: Content	leadership
HGSE: Competencies	diagnose complex problems
HGSE: Content	civic engagement
HGSE: Content	community
HGSE: Competencies	collaborate
HGSE: Content	social contexts
HGSE: Content	politics
HGSE: Competencies	analyze arguments
HGSE: Content	advocacy
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings
HGSE: Competencies	build partnership
HGSE: Pedagogy	field-based project
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	make a presentation
HGSE: Content	system-level leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design an intervention
HGSE: Competencies	engage families

Education A368 Section: 01

Understanding Today's Educational Testing (213733)

Ann Mantil

2025 Spring (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Achievement testing is a cornerstone of education policy and practice, but it is

complex and is routinely misunderstood by educators, policymakers, and the media. How much confidence should we have that high-stakes tests capture student learning? How does pressure to raise test scores affect educational practices and students' achievement? What can test scores tell us about differences in performance over time and across socioeconomic and racial/ethnic groups? This module is an intensive dive into testing and its role in today's K-12 classrooms and accountability systems. Through interactive lecturing, small-group discussion, and analyses of test items and score reports, students will learn how to understand test results and use testing appropriately in their later work. While concepts such as reliability, validity, and bias will be introduced, the course is designed for students with little or no prior statistical training and is relevant for prospective teachers, school and district leaders, and policy analysts.

Class Notes: Please note this course was formally taught under the catalog number S011E.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a policy memo
HGSE: Competencies	examine trends
HGSE: Content	testing
HGSE: Content	student achievement
HGSE: Competencies	analyze student data
HGSE: Competencies	make policy recommendations
HGSE: Pedagogy	simulation/role play
HGSE: Content	accountability
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	ALL
HGSE: Pedagogy	lecture
HGSE: Content	assessment

Education A404 Section: 1

Black Education Histories for Contemporary Action (203742)

Jarvis Givens

2024 Fall (4 Credits)

Schedule:

M 0430 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course explores the education of African descended people in the United States through new and canonical historical scholarship. Students will learn about antiblack racism in schooling, and the specific ways it manifested through mechanisms of law and policy, institutions, and cultural formations, particularly during the nineteenth and twentieth centuries. Students will also study strategies black communities employed to

resist oppressive schooling as they struggled for a meaningful and liberatory education. Course readings will introduce a range of intellectual traditions in black education; as well as cultural, social, institutional, and policy histories pertaining to black education. Through close analysis of this scholarship, students will identify the similarities and differences of African American educational experiences across time and space. While this course is about studying the past, students are also expected to search historical narratives for lessons that are relevant for understanding and addressing present-day educational phenomena. This course is a reading-heavy seminar, driven primarily by text-based discussion. It is also infused with lectures, guest speakers, and activities that focus on critically analyzing historical narratives, using historical research methods, and developing skills for "thinking historically" about the past, present, and future(s) of education. Students have two options for a final assignment: 1) a 15–20-page historical research paper that clearly outlines implications for contemporary action, or 2) develop and implement a public history project followed by a 5–7-page summary and analysis.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	ethnic studies
HGSE: Pedagogy	research project
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	research methods
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	socratic discussion
HGSE: Content	history
HGSE: Content	race/ethnicity
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	lecture

Education A404M Section: 1

Black Liberatory Education: Philosophies, Practices and Purposes of All-Black Education Initiatives (218837)

Aaliyah El-Amin

2024 Fall (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

Throughout U.S. history, Black educators and families have engaged in organized efforts to live in their inherent beauty and educate their own. Yet, the Eurocentric hegemony of knowledge in many educator preparation programs often means that educators, including Black educators, have little or no opportunities to study Black educational thought and praxis. This 2-credit module centers on the pedagogies and practices of the Black liberatory education tradition, offering students the opportunity to learn about and from Black educators and intentionally All-Black education school spaces K-12. In this module, we will explore Black-led schooling movements in the U.S. historically (post-1954) and in the present day (e.g., Black Panther Liberation Schools, Independent Black Institutions, Afrocentric Schools, and Homeschooling) as well as out-of-school Black education spaces. We will also explore the philosophies and teaching approaches of liberation-focused Black teachers in all-black schools. Collectively, we will ask: What have been the goals, priorities, and purposes of intentionally all Black education initiatives for Black children in the United States post-Brown? How have Black educators conceptualized, articulated, and actualized liberatory Black educational praxis in the face of endemic Anti-Blackness, systemic marginalization, and active resistance in the U.S.? How have intentionally all Black schools sought to leverage education spaces as a pathway for

healing, resistance, and social change for Black children? What can we [and should we] learn from the historical and contemporary pedagogies and teaching philosophies of intentionally all-black education initiatives that we can apply and incorporate into how we be, love, and do in our own education practice?

The course is limited to 15. Permission of Instructor and application required. Enrollment procedure will be posted on Canvas site. This course fulfills the E&O elective requirement.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A410A Section: 01

Teaching Histories of Racism and Resistance in the United States (217508)

Adrienne Stang

2025 Spring (2 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-based Enrollment

Engaging in conversations about racism, past and present, is essential to building bridges and promoting democratic values. Many educators wish to teach about racism but may hesitate to explore controversial topics with students, especially younger learners. In this course, participants develop the knowledge and skills to teach the histories and realities of racism in the United States. We consider the developmental needs of students in grades K-12, racial-ethnic and identity development, and culturally sustaining pedagogies. Topics include enslavement, Indigenous genocide, xenophobia, and examples of resistance to systemic racism. We explore sources by people of color who have been excluded from dominant narratives and consider how to cultivate agency and engagement when teaching difficult histories and current events.

This course fulfills the elective requirement of the Equity & Opportunity (E&O) Foundations experience. Following the foundational learning in August Identity in Context courses, these electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

This course is also a Learning Design, Innovation, and Technology (LDIT) core program elective. As such, the course explores best practices in planning and delivering learning experiences centered around histories of racism and resistance.

This course is limited to 25 students. This course is recommended for teachers in grades K-12, curriculum directors, and building & district administrators, particularly those working in the United States.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	synthesize readings
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	multimedia texts
HGSE: Content	history
All: Cross Reg Availability	Available for Harvard Cross Registration

Attribute	Value(s)
HGSE: Content	race/ethnicity
HGSE: Pedagogy	readings
HGSE: Content	identity
HGSE: Pedagogy	project-based learning
HGSE: Competencies	facilitate group process
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	E&O Electives
HGSE: Competencies	practice equity and inclusion

Education A416 Section: 1

Higher Education and the Public Good (220677)

Julie Reuben

2025 Spring (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Since their origins, universities have been granted special privileges because they have been understood to contribute to the public good. Do these privileges incur corresponding obligations on higher education? Should they influence how higher educational institutions educate their students or create, share and preserve knowledge or conduct their internal affairs? While higher education is expected to serve society, universities espouse values, such as academic freedom, institutional autonomy, and neutrality, that some see as antithetical to social engagement. The image of the ivory tower, remote and removed from society, captures this vision of the university. As a result, there has been tension about how higher education can both serve society and remain true to these core values. Together we will explore how higher education's responsibility to public good has been debated and enacted in United States.

Open to cross-registration. Students cannot take both this course and GENED 1122 for credit.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Competencies	engage in difficult conversations
HGSE: Content	history
HGSE: Pedagogy	field-based project
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	conduct an interview
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	make policy recommendations
HGSE: Content	values
HGSE: Pedagogy	team-based learning
HGSE: Content	higher education
HGSE: Competencies	debate
HGSE: Content	social contexts
HGSE: Pedagogy	readings
HGSE: Competencies	collaborate

Education A470 Section: 1

Native Education in the United States (224905)

Kemeyawi Wahpepah

2024 Fall (2 Credits)

Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Native peoples have lived on this continent since time immemorial, yet are frequently omitted from mainstream discussions, research, and coursework in education. This six-week seminar centers the experiences and perspectives of Native peoples in American education from pre-colonial times to the present day. Together, we will explore key moments, turning points, themes, and debates in Native education in the United States, including (but not limited to) the history of federal boarding schools, contemporary calls for truth and reconciliation, and the rich and varied Indigenous pedagogies which have persisted despite centuries of colonial schooling. Whether you are a teacher, leader, policymaker, or researcher, this seminar is designed to support you as you expand your understanding of Native educational experiences in the United States, engage meaningfully with Native voices and scholarship, and cultivate a critical anticolonial lens.

Additional Course Attributes:

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

Education A501 Section: 01

Negotiation Workshop (203733)

Whitney Benms

Deborah Goldstein

Gillien Todd

Samuel Straus

2024 Fall (4 Credits)

Schedule:

F 0830 AM - 1200 PM

F 0130 PM - 0430 PM

F 0130 PM - 0330 PM

Instructor Permissions: Instructor

Enrollment Cap:

48

Lottery-Based Enrollment 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 every class session. 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, power, identity, 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. In particular, this course will ask you to do some personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course.

Must be taken Satisfactory/No Credit.

Class Notes:

This course meets six consecutive Fridays: October 18, October 25, November 1, November 8, November 15, November 22. The first class on October 18 will run 8:30-4:30. All subsequent classes will run 8:30-3:30. Each class will have a 90-minute lunch break from 12:00-1:30.

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	team-based learning
HGSE: Content	negotiation
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	peer learning
HGSE: Competencies	identify one's leadership strengths & limitations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	leadership
HGSE: Competencies	collaborate
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Education A501M Section: 1

Negotiation Workshop (212595)

Deborah Goldstein

Gillien Todd

Samuel Straus

Whitney Bennis

Alonzo Emery

2025 Spring (4 Credits)

Schedule:

MTWRF 0900 AM - 0330 PM

Instructor Permissions: Instructor

Enrollment Cap:

72

Lottery-based Enrollment **Full Attendance at all class sessions required** This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions, power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in Getting to Yes and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are.

This is a team-taught course with sessions featuring a mix of pair work, live and video lectures, as well as small and large group discussion.
 Must be taken Satisfactory/No Credit.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	team-based learning
HGSE: Content	negotiation
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning

Education A608 Section: 01

Leadership, Entrepreneurship, and Learning (180237)

Uche Amaechi

2024 Fall (4 Credits)

Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: Instructor

Enrollment Cap:

80

Lottery-Based Enrollment 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 discussion-based and include cases, exercises, and multimedia materials with examples of leadership from a diverse range of contexts. Students will be expected to come to class prepared and ready for discussion, and, if called upon, to role-play their recommendations and take a stand as well. This is a required course for first-year EdLD students. Admission is by lottery, please follow the lottery instructions on the website of the [Office of the Registrar](#). HGSE students given preference.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	group dynamics
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	values
HGSE: Competencies	develop a theory of action
HGSE: Content	community
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	simulation/role play

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Content	nonprofits
HGSE: Content	identity
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	ethics
HGSE: Competencies	build partnership
HGSE: Content	accountability
HGSE: Content	diversity equity inclusion
HGSE: Competencies	think strategically
HGSE: Content	entrepreneurship
HGSE: Competencies	write a research/analytic paper
HGSE: Content	system-level leadership
HGSE: Content	teachers
HGSE: Content	social contexts
HGSE: Competencies	collaborate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	diagnose complex problems
HGSE: Content	pedagogy
HGSE: Pedagogy	team-based learning
HGSE: Content	adult development
HGSE: Content	negotiation
HGSE: Content	organizations
HGSE: Content	innovation
HGSE: Content	higher education
HGSE: Content	principals
HGSE: Content	psychology
HGSE: Content	culture
HGSE: Content	process improvement
HGSE: Content	decision-making
HGSE: Content	social justice
HGSE: Content	strategic planning
HGSE: Content	partnerships
HGSE: Pedagogy	case-method learning
HGSE: Content	school reform
HGSE: Content	leadership
HGSE: Content	relationships
HGSE: Content	motivation
HGSE: Content	teams
HGSE: Content	scaling

Education A612 Section: 1

Organizing: People, Power, Change (219991)

Marshall Ganz

2025 Spring (4 Credits)

Schedule:

TR 0130 PM - 0245 PM

SS 0900 AM - 0500 PM

SS 0900 AM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Fulfilling the democratic promise of equity, accountability, and effectiveness requires the participation of an "organized" citizenry able to formulate, articulate, and assert its shared interests. Organizing, in turn, requires leadership: accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty. Organizers ask three core questions:

- Who are my people?
- What is the change we need?
- How can we turn our resources into the power we need to achieve that change?

Organizers learn to identify, recruit and develop leadership, build community with that leadership, and create power from resources of that community.

This practicum has two modes.

During the first part of the course, Campaign Design, students participate in an 18-day "courseshop", bookended by two 2.5 day weekend workshops during the weekends of February 14th-16th & February 28th - March 2nd. Students learn with plenary lectures, small group practice and coaching. Requirements include consistent attendance, active participation, selected readings, a 600 word pre-module paper and a 700 word post-module paper. In the 12 days between the two weekend workshops this module will require approximately 15 hours of work (one-to-ones with constituents, team meetings, and meetings with your Teaching Fellow).

In the second half of the course, Campaign Leadership, students participate in plenary sessions on Tuesdays and in sections on Thursdays, from March 24th to May 2nd. In plenary, we focus on challenges that arise from running an organizing campaign, gain insights from cases, readings, lecture and discussion. In section, we coach each team's practice leading their campaign as they meet new challenges and discover new opportunities.

You will learn not only "about" these practices. You will learn to practice them experientially, coach others in the practice, and receive coaching yourself. We encourage a "growth mindset" for this practicum: try new things, take some risks, ask new questions.

This practicum is for students interested in learning to create social change through collective action. There are no prerequisites to enroll in the course. Students with and without "real world" organizing experience can find the class equally useful. Students with a strong commitment to the community, organization, or values on behalf of which they are working will be most successful. Because it is a course in practice, it requires trying new things, risking failure, and stepping outside one's comfort zone. As reflective practitioners, students learn through critical reflection on their experience, feedback, and coaching. Be certain you are prepared for the emotional, behavioral, and conceptual challenges in which the work of organizing is grounded.

Permission of instructor required. Please see class note for further instruction.

Class Notes: Please use this [A162 enrollment application](#) to apply for this course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	nonprofits
HGSE: Pedagogy	project-based learning
HGSE: Content	civic engagement
HGSE: Content	lgbtq
HGSE: Content	politics
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	lecture

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	culture
HGSE: Pedagogy	internship
HGSE: Competencies	collaborate
HGSE: Content	partnerships
HGSE: Content	values
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	civil rights
HGSE: Competencies	make a speech
HGSE: Content	motivation
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Content	teaching for understanding
HGSE: Pedagogy	design thinking
HGSE: Content	social justice
HGSE: Competencies	deliver a lesson
HGSE: Content	negotiation
HGSE: Content	learning differences
HGSE: Content	curriculum development
HGSE: Content	innovation
HGSE: Content	immigration
HGSE: Content	gender
HGSE: Competencies	facilitate group process
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	build partnership
HGSE: Content	system-level leadership
HGSE: Competencies	engage families
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	learning and teaching
HGSE: Content	group dynamics
HGSE: Competencies	develop a theory of action
HGSE: Content	leadership
HGSE: Content	ethnic studies
HGSE: Content	history
HGSE: Content	identity
HGSE: Content	higher education
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social development
HGSE: Pedagogy	case-method learning
HGSE: Content	advocacy
HGSE: Content	teams
HGSE: Content	race/ethnicity
HGSE: Content	relationships
HGSE: Competencies	think strategically
HGSE: Competencies	make a presentation
HGSE: Content	coaching
HGSE: Content	pedagogy
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing

Education A612 Section: S01

Organizing: People, Power, Change (219991)

Marshall Ganz

2025 Spring (4 Credits)

Schedule:

R 0330 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Fulfilling the democratic promise of equity, accountability, and effectiveness requires the participation of an "organized" citizenry able to formulate, articulate, and assert its shared interests. Organizing, in turn, requires leadership: accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty. Organizers ask three core questions:

- Who are my people?
- What is the change we need?
- How can we turn our resources into the power we need to achieve that change?

Organizers learn to identify, recruit and develop leadership, build community with that leadership, and create power from resources of that community.

This practicum has two modes.

During the first part of the course, Campaign Design, students participate in an 18-day "courseshop", bookended by two 2.5 day weekend workshops during the weekends of February 14th-16th & February 28th - March 2nd. Students learn with plenary lectures, small group practice and coaching. Requirements include consistent attendance, active participation, selected readings, a 600 word pre-module paper and a 700 word post-module paper. In the 12 days between the two weekend workshops this module will require approximately 15 hours of work (one-to-ones with constituents, team meetings, and meetings with your Teaching Fellow).

In the second half of the course, Campaign Leadership, students participate in plenary sessions on Tuesdays and in sections on Thursdays, from March 24th to May 2nd. In plenary, we focus on challenges that arise from running an organizing campaign, gain insights from cases, readings, lecture and discussion. In section, we coach each team's practice leading their campaign as they meet new challenges and discover new opportunities.

You will learn not only "about" these practices. You will learn to practice them experientially, coach others in the practice, and receive coaching yourself. We encourage a "growth mindset" for this practicum: try new things, take some risks, ask new questions.

This practicum is for students interested in learning to create social change through collective action. There are no prerequisites to enroll in the course. Students with and without "real world" organizing experience can find the class equally useful. Students with a strong commitment to the community, organization, or values on behalf of which they are working will be most successful. Because it is a course in practice, it requires trying new things, risking failure, and stepping outside one's comfort zone. As reflective practitioners, students learn through critical reflection on their experience, feedback, and coaching. Be certain you are prepared for the emotional, behavioral, and conceptual challenges in which the work of organizing is grounded.

Permission of instructor required. Please see class note for further instruction.

Class Notes:

Please note this live Q&A session is hosted by the courses home school at HKS. The course preview will follow the HKS course preview schedule

and will take place on Thursday, January 23rd.

You can access the online Q&A session using this [zoom link](#).

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	project-based learning
HGSE: Content	coaching
HGSE: Competencies	make a speech
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	lgbtq
HGSE: Content	teams
HGSE: Content	relationships
HGSE: Content	culture
HGSE: Content	partnerships
HGSE: Content	innovation
HGSE: Pedagogy	design thinking
HGSE: Content	learning differences
HGSE: Competencies	collaborate
HGSE: Content	leadership
HGSE: Live Q&A Schedule	Spring Term Live Q&A Schedule
HGSE: Content	motivation
HGSE: Competencies	build partnership
HGSE: Content	civic engagement
HGSE: Pedagogy	internship
HGSE: Content	teaching for understanding
HGSE: Pedagogy	small-group discussion
HGSE: Content	gender
HGSE: Content	civil rights
HGSE: Competencies	deliver a lesson
HGSE: Pedagogy	field-based project
HGSE: Content	learning and teaching
HGSE: Content	history
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	make a presentation
HGSE: Competencies	think strategically
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Content	immigration
HGSE: Competencies	engage families
HGSE: Content	system-level leadership
HGSE: Pedagogy	case-method learning
HGSE: Competencies	facilitate group process
HGSE: Content	advocacy
HGSE: Content	social justice
HGSE: Content	race/ethnicity
HGSE: Content	values
HGSE: Content	organizations
HGSE: Content	negotiation
HGSE: Content	group dynamics
HGSE: Competencies	develop a theory of action
HGSE: Content	nonprofits

Attribute	Value(s)
HGSE: Content	ethnic studies
HGSE: Pedagogy	team-based learning
HGSE: Content	curriculum development
HGSE: Content	politics
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social development
HGSE: Content	higher education
HGSE: Content	strategic planning
HGSE: Pedagogy	discussion sections
HGSE: Content	pedagogy
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Content	identity

Education A650 Section: 1

Indigenous Philosophies for the Technological Age (224900)

Mathias Risse

2024 Fall (4 Credits)

Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

15

The future of humanity depends on how we will manage to live with the technological revolutions that happen all around us. This is a good time to bring voices into the discussion that have long been excluded from impactful discussions about the future of humanity: voices of indigenous people, whose received wisdom reflects millennia of sustainable living in their respective contexts. Some of this wisdom has been worked out in distinctive indigenous philosophies, and the focus of this class is to explore some of these philosophies and assess what lessons they teach for the technological age. A focus is on indigenous authors from the U.S., but we encounter authors and perspectives from all continents. Topics we explore through the lens of indigenous philosophies include attitudes towards nature; views on technology generally; the Anthropocene; traditional ecological knowledge; artificial intelligence; genome-editing; geo-engineering; human rights; and the meaning of life. Engaging with indigenous perspectives on these matters is likely to have a transformative effect on how one approaches the big questions of the 21st century.

Additional Course Attributes:

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

Education A701 Section: 01

Creating the Future of American Postsecondary Education (216684)

Francesca Purcell

2024 Fall (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Students will become deeply familiar with the contemporary American postsecondary education landscape, gaining an understanding of its great strengths and many challenges, and will develop their own professional vision around their contributions to the field for years to come. First, we will examine key data and trends to better understand the student journey into and through postsecondary education. Our analysis will include how different groups of students are served before, during, and after their postsecondary education experience relative to race and ethnicity, gender, income-level, and other factors. We will then turn to an exploration of selected major issues that postsecondary education administrators and policymakers will likely continue to grapple with into the future and develop strategies about ways forward. Throughout the class, students will develop and strengthen fundamental professional skills and have opportunities to reflect upon career options and develop professional networks.

This course is limited to students enrolled in the Higher Education Concentration

Requirements: Must be Higher Education Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	lecture
HGSE: Content	social justice
HGSE: Competencies	examine trends
HGSE: Content	postsecondary education
HGSE: Pedagogy	peer learning
HGSE: Competencies	understand data
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	small-group discussion
HGSE: Content	descriptive statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate

Education A710B Section: 1

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

Joseph Zolner

2024 Fall (2 Credits)

Schedule:

F 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This two-credit module provides a conceptual and practical introduction to the institutional advancement function within colleges and universities, with particular emphasis on the role of institutional advancement in shaping and supporting comprehensive campus strategy. All four components of a robust institutional advancement operation (fundraising, alumni relations, communications/marketing, and advancement services) 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 leverage larger campus strategic priorities and objectives. Issues to be considered include: How is the institutional advancement function best organized and managed? What recent trends in educational philanthropy are affecting and, potentially, altering administrative practice among institutional advancement professionals? In-class group presentations on current controversies and contentious

institutional advancement issues will be completed at the close of the course. This module is one of several higher education-related courses recommended for Ed.M. students in the Higher Education Concentration and will draw exclusively on examples and practices from the higher education sector. However, those with broader interests in non-profit resource development may also find course concepts of professional relevance and practical value.

Additional Course Attributes:

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

Education A710N Section: 1

Why Can't Higher Education Change? Obstacles and Opportunities (224840)

Brian Rosenberg

2025 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Resistance within traditional higher education to anything more than incremental change is profound. We will in this class explore the causes for this resistance and explore questions including the following: Why is an industry populated by so many people who identify as politically liberal so conservative when it comes to its own practices? Why are scholars whose disciplines are constantly evolving so reluctant to embrace institutional evolution? Why do colleges and universities that so often speak in their mission statements about the transformative power of education find it so difficult to transform themselves? In addition to examining the obstacles to change, we will explore strategies for overcoming those obstacles and consider the various forms that higher education might take in the future.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Content	strategic planning
HGSE: Content	governance
HGSE: Content	process improvement
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	readings
HGSE: Content	leadership
HGSE: Competencies	analyze qualitative data
HGSE: Content	college access

Attribute	Value(s)
HGSE: Content	financial management
HGSE: Content	decision-making
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	discussion sections
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	debate
HGSE: Content	higher education
HGSE: Content	innovation
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	analyze arguments
HGSE: Competencies	analyze quantitative data
HGSE: Content	higher-education access
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	pedagogy
HGSE: Competencies	practice equity and inclusion
HGSE: Content	entrepreneurship
HGSE: Competencies	leadership
HGSE: Content	postsecondary education

Education A710Z Section: 01

Brave Leadership: Courage and Transformation in US Higher Education (218855)

Timothy McCarthy

Susan Marine

2025 Spring (2 Credits)

Schedule:

TR 0630 PM - 0900 PM

S 1000 AM - 1230 PM

S 0230 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

Lottery-based Enrollment This course will engage students in an exploration of what it means to be a courageous and transformative leader in U.S. higher education. Over the last two generations, neoliberalism and its fixation on profit, productivity, and performance has left higher education in a state of deep moral crisis, far afield from the values of "democracy" and "diversity" it regularly espouses. Naming and changing the vast forms of inequity and hypocrisy in higher education requires a bold integration of theory and practice—praxis—that is at once strategic, visionary, and ethically committed to transformation. This course will explore diverse case studies of brave leadership in higher education in the United States from the 1960s to the present. It will also offer our students the opportunity to both reflect on their own lived experiences with higher education and develop tools for transformation as they work to become courageous and transformative leaders in their own right.

Class Notes:

The add/drop/grading basis change deadline for this course is Thursday, January 9th at 5:30pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these

changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Limited Enrollment	JAN -XREG Allowed
HGSE: Content	relationships
HGSE: Competencies	leadership
HGSE: Limited Enrollment	JAN - Residential Courses
HGSE: Competencies	write a research/analytic paper
HGSE: Content	decision-making
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	history
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	higher education
HGSE: Pedagogy	multimedia texts
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	readings
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically

Education A729 Section: 1

Equitable Practices in Higher Education: Support for First-Gen, Low-Income, and Immigrant Students. (223025)

Jaen Lee

2024 Fall (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

With commitment to equal access and inclusion, many universities have welcomed marginalized students, including first-generation, low-income (FGLI), immigrant and ethnically minoritized students to pursue higher education. Yet, simply granting access without providing proper support is still far from equity. In response to low retention, some universities have built programs and centers to support underrepresented students, but many of these spaces have had little success in engaging students, further demonstrating the need for new approaches in serving FGLI, undocumented, or other marginalized students. In this course, we examine current support programs and practices in higher education institutions and analyze the different approaches that may perpetuate dominant cultural values and beliefs. As a class, we will have the opportunity to 1) reflect on and examine our current practices and values as educators (that are often unquestioned), (2) explore marginalized students' abilities and perspectives (to encourage shifting away from deficit-based approaches), and (3) develop programs that center on what students want and need, rather than what we, as educators, believe it is important for them to learn. By integrating critical theories and analyzing dominant and non-dominant perspectives, students will develop alternative approaches for working with FGLI, immigrant, and ethnically minoritized students.

Additional Course Attributes:

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

educational institutions and analyze them as social organizations that both influence and are influenced by social conditions. Finally, while examining factors creating inequality, students will also learn about critical frameworks and tools to think in new ways of addressing inequities as agents of change in higher education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	E&O Electives

Education A747 Section: 1

Strategic Enrollment Management (223041)

Drew Allen

2025 Spring (2 Credits)

Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Colleges and universities are facing unprecedented challenges and uncertainty relating to student enrollment. From dramatic demographic shifts in college-going populations to new policies relating to the admissions process and the use of standardized tests, these changes require strategic enrollment management solutions that cut across traditional institutional boundaries. This module provides an overview of strategic enrollment management, including recruitment, marketing, admissions, financial aid, student retention, and strategic enrollment planning. Students will participate in class discussions of readings and will collaborate on a multi-week group exercise that models the real-world considerations of working in an admissions office of an institution of higher education. Although the primary goal is to build students' understanding of foundational enrollment management processes, the course will also engage students in controversial topics and current debates that have a significant impact on the field, including race-conscious admission and ethics in the use of predictive analytics. Most readings and cases center on the undergraduate context; however, select examples may be drawn from graduate and international admissions and enrollment, depending on students' interests.

This module has no formal prerequisite courses, and it has been designed to meet the needs of students without prior quantitative, data analysis, or higher education coursework. The course offers an introduction to enrollment management for students in the Higher Education concentration and for anyone who is interested in policy and practice relating to college admissions, financial aid, and enrollment management.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	strategic planning
HGSE: Competencies	apply economic concepts
HGSE: Content	admissions
HGSE: Competencies	collaborate
HGSE: Pedagogy	discussion sections
HGSE: Content	financial aid
HGSE: Content	higher education
HGSE: Competencies	write a research/analytic paper
HGSE: Content	college access
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)

Education A770 Section: 1

Higher Education Leadership & Governance (180305)

Liya Escalera

2025 Spring (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

In this course, we will explore leadership and governance in colleges and universities, with a focus on approaches to leadership that advance access to higher education and equitable student outcomes. We will examine core components of effective leadership within the context of American higher education as it relates to multiple institutional types, perspectives, and roles. We will consider how effective leaders identify and implement strategic priorities, lead through change, foster innovation, and respond to crises. This course assumes that students have diverse leadership experiences, and they will be encouraged to draw upon these experiences to investigate, question and/or challenge ideas presented in readings and class activities. Through small and large-group discussions, written assignments, interviews with leaders, simulations, case studies, and presentations, students will develop core leadership skills as they reflect upon their leadership strengths and opportunities for growth.

Additional Course Attributes:

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

Education A801 Section: 1

Education Policy Analysis and Research in Comparative Perspective (180311)

Fernando Reimers

2024 Fall (4 Credits)

Schedule:

F 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

How can policy analysts, leaders, consultants, and social entrepreneurs help improve educational opportunity around the world? How can policy analysis help poor and marginalized children get a relevant and meaningful education, that matters to their future life prospects and to the development of the societies

in which they live? How can education support the development of inclusive and sustainable societies? 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 increase the quality and relevancy of education. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to shaping policy reform. Students will conduct a policy analysis for a client examining how to align education policy to advance social equity, strengthen democracy and address climate change. The course may be of interest to students interested in education policy and leadership roles in system level reform in global contexts and in learning to draw lessons from international and comparative education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	strategic planning
HGSE: Competencies	manage a consulting project
HGSE: Pedagogy	experiential learning
HGSE: Competencies	debate
HGSE: Competencies	collaborate
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	discussion sections
HGSE: Content	social contexts
HGSE: Competencies	make a presentation
HGSE: Competencies	think strategically
HGSE: Content	policy
HGSE: Competencies	make policy recommendations
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	project-based learning
HGSE: Competencies	write a policy memo
HGSE: Content	school systems
HGSE: Content	global/international context

Education A810 Section: 01

International Education Finance (223001)

Shelby Carvalho

2025 Spring (4 Credits)

Schedule:

W 0430 PM - 0700 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course examines education finance and international aid to the education sector in low-and middle-income countries through a lens that strives to capture the technical, economic, and political dynamics of resources for education. We will explore the international aid architecture with a focus on the actors involved in financing education in developing country contexts, the role of international donors in education planning and financing education policy, as well as think critically about the politics of international aid to education. A core focus of the class will be mastering the art of working with education finance and international aid data. The final project is an analytic policy brief on a topic the student's choosing that can be used as a professional writing sample.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	read financial statements
HGSE: Pedagogy	research project
HGSE: Content	policy
HGSE: Competencies	understand data
HGSE: Competencies	make policy recommendations
HGSE: Content	budgeting
HGSE: Pedagogy	readings
HGSE: Content	global/international context
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	examine trends
HGSE: Competencies	analyze quantitative data
HGSE: Content	governance
HGSE: Content	financial management
HGSE: Content	politics
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	small-group discussion

Education A811B8 Section: 1

Reimagining Education: Intrinsic Motivation, Curiosity and Passion (225024)

Members of the Faculty

2024 Fall (1 Credits)

Schedule:

W 0430 PM - 0645 PM

F 0130 PM - 0345 PM

Instructor Permissions: None

Enrollment Cap: n/a

This course is part of the Chen Yidan Visiting Global Fellows program. It will be taught by Dr. Rana Dajani, Robert Bosch Fellow in Germany, a professor of molecular biology at the Hashemite University in Jordan. Education in the past two centuries has been a top-down and rigid process of learning. Today, as we advance along the 21st century into an unknown future, we ask ourselves, what will education look like? What do future generations need to live in harmony with fellow humans and nature? In this course, we will embark on a journey of discovery to reimagine education and explore diverse approaches to learning based on intrinsic motivation, curiosity and passion. Drawing from examples around the world, students will explore their own versions of imagined futures to enrich the pedagogy landscape. Informed by science, we will explore questions, such as: Who defines education? What are some of the different forms of learning? How can we reimagine learning? How does learning differ and why? How wild can we go? We will explore what education may look like as we enter the digital age. Through a series of hands-on activities, including storytelling, art, drama, games and community action, students will have opportunities to challenge themselves, discover their own agency, and stimulate innovation while having fun. The goal of the course is not only to challenge assumptions but also think critically about the trajectories of human behavior and become innovative changemakers, by adopting human-centered design approaches.

Additional Course Attributes:

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

Education A811B9 Section: 1

South Africa 30 Years Later: Changing Schools in Challenging Contexts (225001)

Members of the Faculty

2024 Fall (1 Credits)

Schedule:

W 0430 PM - 0645 PM

F 0130 PM - 0345 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is part of the Chen Yidan Visiting Global Fellows program. It will be taught by Professor Jonathan Jansen, Distinguished Professor of Education at Stellenbosch University and immediate past President of the Academy of Science of South Africa. In the three decades since the end of apartheid, have education reforms in South Africa delivered on the promise of greater equity between former white and Black schools? The course examines this question through the medium of two specific cases - school functionality and racial integration. In the first case, the class will engage real datasets from a Black school with the lowest educational attainments in its district and where the presenter is currently working as a turnaround specialist. In the second case, the class will examine recent research that sets out to explain why in a Black majority country there are still white majority schools. Through the lens of the politics of policymaking, students will grapple not only with change but especially continuities in South African education despite vigorous reforms to undo apartheid's legacy. There are lessons here for school reform in other parts of the world.

Additional Course Attributes:

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

Education A811C2 Section: 1

Promoting adolescents' ethnic-racial identity in Europe: Insights from the Identity Project in Italy (224995)

Members of the Faculty

2025 Spring (1 Credits)

Schedule:

MW 0430 PM - 0645 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is part of the Chen Yidan Visiting Global Fellows program. It will be taught by Ughetta Moscardino, Associate Professor in the Department of Developmental Psychology and Socialization at the University of Padova, Italy.

In the past decade, Europe has witnessed an unprecedented increase in immigration flows due to a combination of social, economic, and geopolitical factors. Youth under the age of 18 make up a sizeable part of the immigrant population and often face significant challenges in their adaptation process. Among these, forming a positive ethnic-racial identity (ERI) is an essential developmental task that contributes to short and long-term psychosocial adjustment among both minoritized and majority adolescents. Yet, intervention efforts supporting youth in the achievement of a clear sense of their ERI are rare, especially in Europe. An exception is the Identity Project, a school-based curriculum developed in the U.S. to provide adolescents with tools and strategies to engage with their ethnic-racial background(s). Given its efficacy and effectiveness, several scholars in Europe have started adapting and implementing the program in their respective countries, yielding encouraging results that also highlight nuances in different cultural contexts. The goal of this course is to examine if and how a universal, school-based intervention like the Identity project can promote ERI development in countries that profoundly differ from the U.S. in terms of history, societal structure, and immigration policies. Specifically, the following topics will be addressed: (1) The socio-cultural context of ERI development in Europe; (2) Cultural adaptation of the Identity Project intervention in Italy: issues and challenges; (3) Implementing the Identity Project with high school students and unaccompanied

immigrant minors: Lessons learned.

Additional Course Attributes:

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

Education A811C3 Section: 1

Education and Prosperity: The Knowledge Capital of Nations and How to Nurture It (225023)

Members of the Faculty

2025 Spring (1 Credits) Schedule: TR 0430 PM - 0645 PM

Instructor Permissions: None Enrollment Cap: n/a

This course is part of the Chen Yidan Visiting Global Fellows program. It will be taught by Dr. Ludger Woessmann, Director of the ifo Center for the Economics of Education and Professor of Economics at the University of Munich. How does students' achievement in basic math and science skills relate to individuals' and countries' future economic prosperity? Which factors inside and outside of school affect educational achievement? This course explores these questions based on current research and findings from various international experiences. The covered research draws partly on large-scale cross-country achievement tests, as well as novel unstructured big data sources such as LinkedIn profiles and Facebook interests. In addition to the ideas and substantive findings of recent research, the course will also discuss tools and methods employed to reach these conclusions. Some of the topics that will be covered in this course include: the world distribution of student achievement: Global universal basic skills; education and labor markets: LinkedIn profiles and returns to multidimensional skills; school systems and student achievement: Testing and autonomy; and non-school interventions and student achievement: Mentoring and family disadvantage.

Additional Course Attributes:

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

Education A826 Section: 1

The Politics of Education in the Developing World (203621)

Shelby Carvalho

2025 Spring (4 Credits) Schedule: T 0430 PM - 0700 PM

Instructor Permissions: None Enrollment Cap: n/a

How do teachers' unions impact education policy? What role does democracy have on access to and the quality of education? What is the effect of decentralization on parental participation and educational outcomes? This course will explore these and other questions as we consider the role that political constraints 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, political science theory, and empirical examples. Through this course, students will learn to identify and critique power relations, the incentives of actors, the options such circumstances present, and how to best engage diverse actors in education policy making. The course emphasizes real-world examples and policies, and students will gain a broader understanding of the incentives and constraints political actors face in the developing world and how to engage such contexts effectively. Students will learn how to conduct a political economy analysis for

education system or topic of their choosing.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	discussion sections
HGSE: Competencies	understand data
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	E&O Electives
HGSE: Competencies	debate
HGSE: Pedagogy	small-group discussion
HGSE: Content	global/international context
HGSE: Content	economic development
HGSE: Pedagogy	lecture
HGSE: Content	program evaluation
HGSE: Competencies	write a research article
HGSE: Content	policy
HGSE: Content	politics

Education A827 Section: 01

Early Childhood Development in Global Contexts (214488)

Aisha Yousafzai

2025 Spring (4 Credits)

Schedule:

W 0900 AM - 1215 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Global estimates suggest that 250 million children under the age of five are at risk of failing to meet their developmental potential. Amidst the ongoing global COVID-19 pandemic, these numbers are likely to be even higher. Nevertheless, culturally sensitive interventions to promote early childhood development (ECD) are not widely integrated or prioritized in health and education platforms. This interdisciplinary course introduces students to core concepts in ECD, cross-cultural theory, contexts of risk and protection, and early intervention and policy. Course meetings will combine lectures, interviews with global experts, and small-group discussion to equip students with the knowledge and skills to appropriately design, plan, evaluate, and appraise sensitive and specific ECD programming in a post-COVID world. In particular, the course will introduce students to foundational topics in education and public health – including theories of change, implementation research methods, and the ethics of intervention and cross-cultural work – while supporting the application of these topics to real-world interventions for young children.

This course is designed for both master's and doctoral students and will bring together a multi-disciplinary teaching team from the Harvard T.H. Chan School of Public Health and the Harvard Graduate School of Education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design an intervention
HGSE: Content	refugees
HGSE: Content	research ethics
HGSE: Content	evaluation
HGSE: Competencies	develop curriculum

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a grant proposal
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	organizations
HGSE: Content	scaling
Blue Course Evaluations	ALL
HGSE: Content	partnerships
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Competencies	design a survey instrument
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	technology
HGSE: Pedagogy	lecture
HGSE: Content	program evaluation
HGSE: Content	governance
HGSE: Content	global/international context
HGSE: Content	action research
HGSE: Content	assessment
HGSE: Content	psychology
HGSE: Competencies	develop research questions
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make policy recommendations
HGSE: Content	early childhood
HGSE: Content	social contexts
HGSE: Content	child development
HGSE: Competencies	debate
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	discussion sections
HGSE: Competencies	think strategically
HGSE: Pedagogy	readings
HGSE: Competencies	write a research proposal
HGSE: Content	community
HGSE: Content	mental health
HGSE: Pedagogy	small-group discussion
HGSE: Content	relationships with children
HGSE: Content	health
HGSE: Content	developmental psychology
HGSE: Content	decision-making
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	peer learning
HGSE: Content	policy
HGSE: Pedagogy	team-based learning
HGSE: Content	risk prevention/intervention
HGSE: Content	culture
HGSE: Content	system-level leadership
HGSE: Competencies	build partnership

Education A836 Section: 1

International Students in the US: Overlooked Demands and Opportunities for Universities (224998)

Ziyun Deng

2024 Fall (2 Credits)

Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

The population of international students in U.S. higher education has doubled in the last 20 years. Specifically, the number of students from China has grown by 450%, constituting one-third of this population in 2023. But are U.S. universities sufficiently prepared to support international students for truly diverse, inclusive, and equal learning experiences as promised?

This module aims to address the gap between the rapidly expanding international student body and the predominantly domestically oriented U.S. universities. It will adopt a sociolinguistic lens to identify problems (e.g., silence, group insularity, sense of belonging) and to inform strategies.

On one hand, it will analyze the steep but often overlooked learning curves that require students to decode the hidden mindsets, values, and power relations behind campus discourses (e.g., joining and leading the fast-paced classroom discussions, expressing oneself on the increasingly sensitive U.S. racial and political topics, building friendships through casual chats, etc.)

On the other hand, it will analyze the structural blind spots and lost-in-translation moments that hinder administrators, faculty, and domestic students from understanding international students (e.g., admission requirements, curricula, support systems, conversation flows, etc.)

In the final project, students will choose one issue to analyze and develop an oral presentation with textual annotations, including implications for higher education practitioners or fellow students.

Students who take this course may find some of the following keywords interesting: global student diaspora; international education; sociolinguistic analysis (e.g., analyzing relationships between people based on their language use); minority; diversity, equity, inclusion; pre-college/college/graduate.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	global/international context
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	socratic discussion
HGSE: Content	adult development
HGSE: Competencies	mindset
HGSE: Content	advocacy
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	analyze qualitative data
HGSE: Content	social contexts
HGSE: Content	higher education
HGSE: Content	adolescent development
HGSE: Pedagogy	lecture
HGSE: Competencies	identify one's leadership strengths & limitations

Education A838 Section: 1

Leveraging US Experiences for Chinese Curriculum and Instruction Reform (224999)

Ziyun Deng

2024 Fall (2 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The modern education system in China was borrowed from the U.S. in the 1910s. The 2022 Chinese national standards have been informed by the Common Core State Standards. However, it is less clear to what extent micro-level pedagogical contents and approaches are shared cross-nationally, especially given the current geopolitical tensions.

This module aims to inform the ongoing Chinese national curriculum reform by critically unpacking and distilling achievements or lessons learned in the U.S. classrooms. It will focus on the content areas of Language Arts, Literature, and Social Studies in secondary school grades (~12 to 18 years old).

Students will analyze a cross-national sample of lesson units, textbooks, teaching methods, and interpersonal interactions in classrooms. Materials for analysis will be provided in English. Historical and political backgrounds will be introduced, as they are crucial for understanding the sources, conditions, and constraints of classroom dynamics.

In the final project, students will revise or develop a lesson plan for a 25- to 40-min class session, based on their chosen topic and grade level for Chinese secondary school students. The lesson plan will include annotations that demonstrate synthesized cross-national understanding.

Students will present their work to an audience that includes the national curriculum developers and textbook writers at the Chinese Ministry of Education.

Students who take this course may be interested in some of these key words and phrases: critically applying U.S. classroom practices in global contexts; arts and humanities; pedagogical content development; secondary/pre-college education; international education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	global/international context
HGSE: Pedagogy	readings
HGSE: Content	language and literacy
HGSE: Competencies	design a lesson
HGSE: Competencies	think strategically
HGSE: Content	pedagogy
HGSE: Content	curriculum development
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teachers
HGSE: Content	instructional design
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	classroom instruction
HGSE: Pedagogy	project-based learning

Attribute	Value(s)
HGSE: Competencies	analyze student data
HGSE: Pedagogy	experiential learning
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	lecture

Education A843 Section: 1

Improving Learning in Low- and Middle-Income Countries: Implications for Policy Making (222993)

Emiliana Vegas

2024 Fall (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-Based Enrollment This class will review the evidence on what we know about learning inequality in low- and middle-income countries (LMICs), what policies and programs work to reduce learning inequality in early childhood through secondary education in these settings, and how we can leverage that evidence in new contexts. In this discussion-based course, students will learn to: (i) interpret data on the current state of student learning outcomes in LMICs, looking not just at average learning outcomes but especially at learning variability across students with varying background characteristics; (ii) analyze gaps between student learning in LMICs and in high-income countries; (iii) review recent empirical studies of what works, where, and for whom to improve learning and reduce learning inequality in LMICs; and (iv) draw policy implications and recommendations for decision-makers to act upon. Students will acquire a set of practical skills, including conducting a systematic literature review of the evidence on a policy or intervention of their choice, identifying policy implications from academic research, and preparing briefs and presentations translating research evidence to education policymakers.

The course is designed for doctoral and Master's students with intermediate quantitative skills interested in deepening their empirical knowledge of the evidence on policies and programs to improve learning outcomes in LMICs and translating such evidence to inform decision-makers in diverse settings. Please note that this course counts toward the Ed.M. Concentration in Global, International, and Comparative Education (GICE).

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A844 Section: 1

Education for Community Development (225002)

Vesall Nourani

2025 Spring (4 Credits)

Schedule:

F 0900 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

20

An aim of education is to train individuals to achieve personal growth and become a source of social good. However, educational programs also grapple with a difficult social reality - that the processes of modern development often leads to the breakdown of a fundamental unit of our social fabric, the community. What does the breakdown of community imply about the aims of education? Can educational processes reconstitute this social fabric?

In this course, we will ask: how can educational programs simultaneously advance the aims of community and individual development? The course takes the perspective that, in order to advance insights in response to this question, we must also develop our own capacity to advance social actions in collaboration with communities. The goal of the course is, therefore, to initiate a process in which the participant can imagine "walking a path of development" with a community. By the end of the course, the participant will, it is the hope, see themselves at the beginning of such a path, walking it together with the community they associate with. They will also gain insight into how the path can be extended by iteratively and cumulatively developing educational content, content that empowers people who live in the places they inhabit to advance place-based development through a cyclical process of action and reflection.

Enrollment is limited and will be determined via application.

Additional Course Attributes:

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

Education A845 Section: 1

The Economics of Education in Low- and Middle-Income Countries (225004)

Alejandro Ganimian

2025 Spring (4 Credits)

Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: Instructor

Enrollment Cap:

50

Lottery Enrollment Course This course examines how key concepts and frameworks in economics may be leveraged to understand the frontier challenges in education in low- and middle-income countries (LMICs) and the circumstances under which policy changes may effectively address them. It seeks to provide you with an approach to help you: (a) diagnose the underlying reasons for existing challenges in education in LMICs; (b) assess the promise and potential pitfalls of proposed solutions; (c) design policies and programs with greater chances of success; and (d) monitor and/or evaluate the consequences of new or existing efforts. The course is intended for master's and doctoral students seeking to apply insights from economics to policy design, analysis, and monitoring/evaluation. It draws on theory and evidence from labor, development, and behavioral economics. It focuses on pre-primary to secondary education—the levels in which enrollments have expanded most rapidly in LMICs.

This course is structured around four main parts. The first one aims to make you view education in LMICs through the eyes of economists (Why do they study education? How do they view education? What do they think are the main challenges in education in LMICs?). This part is essential for you to understand why economists study certain questions and not others and the perspective from which they approach such questions. The second and third parts synthesize the evidence produced by economists in recent decades to improve both the "quantity" (e.g., enrollment) and "quality" (e.g., learning) of education (How can we increase the share of the population that attends school? How can we improve the quality and relevance of instruction that students receive at school?). These parts constitute the core of the course, integrating economic theory and existing evidence. The fourth and final part identifies the main challenges in translating evidence into policy (How can we make sense of "bundled" interventions? How can we assess the relevance

of evidence across contexts?) and offers an overview of the frontier in evidence generation.

Prerequisites: You are expected to have taken EVI-101 ("Evidence") and S-040 ("Introduction to Applied Data Analysis") or equivalent courses that introduce students to regression analysis. You should be comfortable interpreting regression coefficients, standard errors, p-values, and confidence intervals. (You will not be required to perform statistical analysis in R or Stata). If you have taken more advanced statistics courses, such as S-052 ("Intermediate and Advanced Statistical Methods for Applied Educational Research") or S-290 ("Quantitative Methods for Improving Causal Inference in Educational Research"), you will be able to go beyond what is taught in class. Yet, this level of statistical proficiency is not necessary to participate in class and complete the course assignments.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A855 Section: 1

Education and International Development: Policy and Practice (224898)

Robert Jenkins

2024 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Based on a review of the progress towards the United Nations Sustainable Development Goal 4.0 and the outcome of the Transforming Education Summit, this practice-focused course will support students to develop relevant skills and foster a professional identity in international development and education. We will review the global aid architecture in the education sector and its operationalization at country level. We will scrutinize critiques of aid effectiveness and analyze the workings of key international development organizations at global and national levels including entities such as the United Nations (including UNICEF and UNESCO), the Global Partnership of education, Education Cannot Wait, the World Bank, bilateral government aid and international and national NGOs. The key development-related tools and processes will be reviewed including education-sector planning, programming, implementation, monitoring and evaluation. We will analyze the level of coherence, efficiency and effectiveness of the education-related national planning and management processes. We will also review the extent that global and national stakeholders are influenced by evidence and best practices. The course integrates insights from global and national-level stakeholders and practitioners to enrich learning and delves into country case studies to illustrate the practical workings of international development organizations. Through this multi-level analysis, we will derive insights and strengthen related skills from "real-world" scenarios and best practices.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	global/international context
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
HGSE: Competencies	diagnose complex problems
HGSE: Content	social development
HGSE: Pedagogy	peer learning

Attribute	Value(s)
HGSE: Competencies	examine trends

Education A858 Section: 1

Program Approaches to Promoting Girls' Education and Greater Equity in Education in the Global South (224975)

Robert Jenkins

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The nearly universally ratified United Nations Convention on the Rights of the Child recognizes that every child has the right to education. However, there are significant disparities in the level of access to schooling and in the level of learning outcomes. Within this context, this course will analyze programme approaches to promoting girls' education and improving access and quality of education for other marginalized children in the Global South. We will undertake multidimensional analyses of context-specific barriers that girls and other marginalized children face and analyze programme approaches aimed at reducing disparities in learning outcomes. Evidence of initiatives that promote the health, psycho-social and overall well-being of school-age children and adolescents through school systems will be reviewed including programmes that reduce violence within or near schools. The following three key 'transition points' along a student's learning journey will be included: 1) being 'school ready' through early childhood education, 2) acquiring foundational learning outcomes (i.e. literacy and numeracy) and 3) the 'school to work' transition. We will adopt a practical-focused approach through country case studies to understand the diverse range of contexts and corresponding evidence of the depth, breath and scale of impact of program initiatives. We will benefit from insights from global and national-level stakeholders and practitioners.

Additional Course Attributes:

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

Education A860Y Section: 1

Professional Dialogues in Global, International, and Comparative Education (222998)

Fernando Reimers

2024 Fall (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The goal of this weekly, non-credit, seminar is to engage students in the Global, International, and Comparative Education (GICE) concentration in a professional community to partake in dialogues about themes and dilemmas pertaining to the concentration that contribute to social community building. Students in the concentration are required to participating in a weekly meeting to engage in dialogues with other students, with HGSE graduates involved in international work, and with HGSE faculty and guests doing global, international and comparative work. This professional community experience is limited to and required for students in the GICE concentration.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	build partnership

Attribute	Value(s)
HGSE: Competencies	debate
HGSE: Competencies	analyze arguments
HGSE: Competencies	think strategically
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	design a lesson
HGSE: Competencies	facilitate group process
HGSE: Competencies	collaborate
HGSE: Competencies	examine trends
HGSE: Competencies	practice equity and inclusion
HGSE: Content	global/international context
HGSE: Competencies	deliver a lesson

Education A862Y Section: 1

Professional Dialogues in Global, International, and Comparative Education (222999)

2025 Spring (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The goal of this weekly, non-credit, seminar is to engage students in the Global, International, and Comparative Education (GICE) concentration in a professional community to participate in dialogues about themes and dilemmas pertaining to the concentration that contribute to social community building. Students in the concentration are required to participate in the weekly meeting to engage in dialogues with other students, with HGSE graduates involved in international work, and with HGSE faculty and guests doing global, international and comparative work. This professional community experience is limited to and required for students in the GICE concentration.

Additional Course Attributes:

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

Education A895 Section: 1

Enabling Children to Learn in Humanitarian Crises and Fragile Contexts (224700)

Robert Jenkins

2025 Spring (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Triggered by events such as natural disasters, civil wars and pandemics, humanitarian crises endanger the well-being and safety of children, with implications for education. This practice-focused course will support students to develop skills related to designing and managing humanitarian programs in education. We will become familiar with the policy and programmatic frameworks commonly used to guide the provision of education opportunities for children as part of a broader humanitarian response, including the humanitarian coordination platform of the UN System, the Inter-Agency Steering Committee (IASC) and the work of the Education Cluster System at country levels. We will examine assessment, planning, and management tools as well as evidence related to the efficiency and effectiveness of various approaches to improving access and quality of education during crises. We will consider implications of education programs beyond learning,

including as a means of protection from abuse and exploitation; recovery from traumatic experiences; and provision of lifesaving food, water, health care, and hygiene supplies. We will use country-level case studies and insights from global and national-level stakeholders and practitioners to learn how education actors in crisis situations conduct rapid assessments, situation analyses, and evaluations of program effectiveness.

This course is a strong practice-focused companion to the conceptual, research, and ethical foundation of Education in Uncertainty (T418).

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	examine trends
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Competencies	think strategically
HGSE: Content	social development
HGSE: Content	global/international context
HGSE: Pedagogy	case-method learning

Education AH103 Section: 1

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

Paul Harris

2025 Spring (4 Credits)

Schedule:

R 1030 AM - 1145 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
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	global/international context
Blue Course Evaluations	ALL
HGSE: Content	developmental psychology
HGSE: Competencies	write a research/analytic paper
HGSE: Content	qualitative research

Education AH125 Section: 01

Science-Driven Innovation in the Early Childhood Ecosystem (180358)

Jack Shonkoff

2024 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

32

The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective policies and programs to strengthen the foundations of early development and lifelong health in the prenatal and early childhood periods. Drawing on a diversity of perspectives, students will learn how interactions among early experiences, variation in sensitivity to context, and developmental timing shape brain architecture and other biological systems (e.g., immune and metabolic) that affect learning, behavior, and health. Particular attention is focused on how adverse experiences and exposures related to structural inequities (e.g., systemic racism, intergenerational poverty) as well as to individual disruptions of the caregiving environment (e.g., abuse or neglect) are embedded biologically and lead to disparities in educational achievement and both physical and mental well-being. Students from a diversity of professional and personal backgrounds work on team projects over the course of the semester to explore how enhanced understanding of causal mechanisms that disrupt early development can catalyze fresh thinking about the variable effectiveness of "evidence-based" policies and programs and inform new strategies to achieve greater impacts on the lives of all young children facing adversity. Recommended/intended for students who are motivated to be change agents in practice, policy, and/or research.

Class Notes:

To apply for the course, [please fill out this form](#). The deadline to apply is 5:00PM ET on Thursday August 29th.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	causal reasoning
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	readings
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Content	risk prevention/intervention
HGSE: Content	innovation
HGSE: Content	health
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make policy recommendations
HGSE: Pedagogy	team-based learning
HGSE: Content	neuroscience
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	lecture
HGSE: Competencies	design an intervention
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Competencies	think strategically
HGSE: Content	science

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social justice
HGSE: Competencies	synthesize readings
HGSE: Content	early childhood
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	facilitate group process

Education B310P Section: 01

Coaching with Equity in Mind for OEL (223868)

Kathy Boudett

Michele Shannon

2025 Spring (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTSWhat are best practices in using coaching as a strategy for capacity-building of individuals? And how can we use this strategy to shift educational institutions to become more equitable? This course invites you to explore how coaching can help individuals lean into their strengths, recognize their biases, and coach with an awareness of the ways in which social identity and dominant culture impact the coaching relationship. As part of our class time, each week you will engage in a coaching practicum where you use a research-based coaching format to work with peers to practice key skills related to coaching with equity in mind. These skills include developing rapport, building trust and psychological safety, actively listening, effectively questioning, working through levels of dialogue and providing actionable feedback.

During this practicum, you will coach a peer on cultivating their chosen equity leadership disposition (<https://www.leadershipacademy.org/resources/equity-leadership-dispositions-2/>). The beauty of coaching is that you don't need to be an expert in the area that your coachee chooses; you just need to be able to listen carefully and create a holding environment where they can do their own learning. Through targeted feedback from peers and teaching team members, you will leave this course with improved basic coaching skills. You will also leave with a deeper understanding of how to integrate equity leadership dispositions into your practice.

Please note this is restricted to students in the Ed.M. OEL online master's program.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	coaching
HGSE: Competencies	practice equity and inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	system-level leadership
HGSE: Content	social justice
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	mindset
HGSE: Content	relationships
HGSE: Content	professional development
HGSE: Content	principals

Attribute	Value(s)
Blue Course Evaluations	OEL
HGSE: Content	identity
HGSE: Competencies	engage in difficult conversations
HGSE: Content	culture
HGSE: Competencies	collaborate
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	experiential learning
HGSE: Content	leadership
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	E&O Electives
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing

Education BA010 Section: 01

Reframing Leadership: Understanding Situations, Understanding Yourself (220682)

Francesca Purcell

Irvin Scott

2024 Fall (1 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

ONLY OFFERED FOR OEL STUDENTS How leaders lead depends on what they think they are leading. What is the situation they are facing? How do they understand the circumstances surrounding it? Might there be analyses and interpretations of events other than those that initially occurred to them? If so, might they lead to a different set of choices as to how to proceed? This module introduces students to Reframing Organizations: Artistry, Choice, and Leadership, 7th Edition. Authors Lee G. Bolman and Terrence E. Deal group a wide array of organizational theories into four categories they call "Frames," each of which offers a different way of understanding and managing organizational life. Used together, the Frames are useful tools for decoding complicated situations and issues and deciding how best to address them. The Frames leaders employ determine what they see and what they miss. By systematically pushing themselves to have a deeper and more complex understanding of what's going on, leaders can better understand situations, anticipate different reactions and outcomes, and develop a more complete set of responses. The Frames also serve as reminders that leaders have long-established ways of thinking and their first "take" on something may be the result of their limited analysis, cognitive biases, or both. In this leadership module, students will examine which Frames they feel less comfortable using and consider how might they can become more adept at using all four Frames to enhance their leadership skills.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

Education BA011D Section: 01

Real Talk: The Art and Practice of Brave Communication (220715)

Timothy McCarthy

2024 Fall (2 Credits)

Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS The rising generation must figure out how to lead and communicate with integrity and courage in an increasingly diverse, divided, and disrupted world. This course will help strengthen your capacity to do so--in whatever setting or sector you choose. Approximately one-third of our time together will be devoted to lessons and group discussions on various aspects of communication. The other two-thirds will consist of smaller sections and cohorts where you will practice and receive feedback on your communication skills. This course is designed for people who want to become more honest, authentic, and brave.

Limited to students in the online Master's in Education Leadership program at HGSE.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

Education BA020 Section: 1

Core II: Looking Back, Looking Forward: Becoming Lifelong Reflective Practitioners (223019)

Francesca Purcell

Irvin Scott

2024 Fall (1 Credits)

Schedule:

MTW 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Transformative leadership often occurs at the intersection of practice and theory. While there are challenges associated with being simultaneously immersed in graduate study and work, one benefit is the opportunity to apply what you are learning to your experience. During this class, we will actively analyze the connection between learning and its application at the workplace to improve professional practice. We will also explore what it means to be a reflective practitioner and consider how individual learning is mediated by organizational culture. Finally, we will look toward the future and create strategies to support ongoing reflective inquiry as a critical component of individual leadership effectiveness and organizational growth.

This course is limited to and required for second year OEL master's students at HGSE.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA027 Section: 01

Strategic Finance for Nonprofit Leaders (220659)

James Honan

2025 Spring (4 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS 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.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	strategic planning
HGSE: Competencies	think strategically
HGSE: Competencies	read financial statements
HGSE: Content	scaling
HGSE: Content	organizations
HGSE: Content	nonprofits
HGSE: Pedagogy	case-method learning
HGSE: Content	leadership
HGSE: Content	financial management
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	prepare budgets

Education BA040 Section: 1

Transforming Education through Purpose-Driven Entrepreneurship (224907)

Uche Amaechi

2024 Fall (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

***ONLY OFFERED FOR OEL STUDENTS**This course focuses on how leaders in the education sector can take a purpose-driven and entrepreneurial approach to addressing educational challenges. Students will learn to identify opportunities and develop solutions that meet community needs and create social impact. Students will consider contextual factors that impact the feasibility and viability of their solutions. They will learn to:

Identify opportunities and develop purpose-driven entrepreneurial solutions in diverse social contexts.

Balance social missions and impact goals with market requirements.

Build diverse and collaborative teams that prioritize the needs of the audience being served.

Through case studies, readings, workshops, and peer feedback, students will develop the skills to create integrated social-impact business models. Educational challenges may be systemic, impacting the broader sector, or primarily local, impacting a particular community.

By the end of the course, students will have developed and presented a business plan for a purpose-driven solution to a specific educational need or problem.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	scaling
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	social contexts
HGSE: Competencies	develop a business proposal or plan
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	peer learning
HGSE: Competencies	design an intervention
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Content	innovation
HGSE: Competencies	conduct an interview
HGSE: Content	social justice
HGSE: Content	group dynamics
HGSE: Competencies	build partnership
HGSE: Content	community
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	team-based learning
HGSE: Content	action research
HGSE: Competencies	collect qualitative data
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	design thinking
HGSE: Content	accountability
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	readings
HGSE: Competencies	collaborate
Blue Course Evaluations	OEL

Education BA100 Section: 01

Remixing Education: Innovations in Blending K12, College, and Career Pathways (223863)

Christopher Gabrieli

2024 Fall (2 Credits)

Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTSDespite decades of defining K12's North Star role as "college and career readiness," data shows that large shares of today's graduates fall woefully short of both goals. Across the nation, many innovations in policy and practice are aimed at bridging the traditionally siloed fields of K12, higher education and workforce in order to prepare students better. One promising group of efforts has worked to hybridize high school and college into "early college high schools." More recently, a growing group of efforts have focused on "career pathways" through "modern youth apprenticeships" based on the world-leading Swiss model as well as other approaches such as next generation Career and Technical Education (CTE), internships, work-based learning, and career exploration. Finally, for more than a century, many colleges have offered "co-op education" programs helping place students into six-month stints of full-time, paid employment at intervals in their college progression. A leading think tank in this space calls these

emerging efforts to integrate K12, college and career The Big Blur. This course will address both the policy and practice dimensions of these efforts through a set of case studies surveying a handful of the most exciting and promising efforts. We will look at how current policies generally reinforce silos and how innovative ones can transcend them. We will look at how on-the-ground efforts work to make these goals real. Each case study will include a guest lecture from a policymaker, institutional leader, teacher and/or student to bring us as proximate as we can be to the work. The course Lecturer is a direct participant in this field as well. The course is designed to be of interest to students with a focus on any or all of K12, higher ed or workforce and is especially intended for those who seek to lead on local, state and even national policy.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

Education BA122 Section: 01

Creating the Conditions for Effective School, Family and Community Partnerships (220716)

Karen Mapp

2025 Spring (4 Credits)

Schedule:

T 0600 PM - 0800 PM

Instructor Permissions: None

Enrollment Cap:

55

ONLY OFFERED FOR OEL STUDENTS What does it take to create the conditions for trusting, meaningful, and effective educational partnerships between schools, families, and communities? Around the globe, educators are reconsidering and taking more seriously the vital role these partnerships play in the success of students and the improvement of schools. The purpose of this course is to explore the leadership and management skills, mindsets, and dispositions needed to create and sustain the conditions for effective partnerships. As a learning community, we will investigate "promising practice" strategies being implemented by schools and districts to cultivate and sustain school, family, and community connections that support children's learning and development, and school improvement. Through case studies, lectures, readings, guest presentations, and class discussions, we will also explore the systems, structures, and resources necessary to support these partnerships. The course includes a group project with an organization working on a family/community engagement initiative.

The course consists of a two-hour full class meeting on Tuesday's (from 6-8PMEST) and a one-hour section on Thursdays within the 6-9PMEST time range. During the first week of class, students will select their Thursday section time slot, for example, 6-7PM, 6:30-7:30PM, etc.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	design an intervention
HGSE: Pedagogy	field-based project
HGSE: Competencies	engage families
HGSE: Content	leadership
HGSE: Content	families

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	simulation/role play
Blue Course Evaluations	OEL
HGSE: Competencies	analyze arguments
HGSE: Competencies	build partnership
HGSE: Content	diversity equity inclusion

Education BA235A Section: 1

Legal Issues in K-12 Education (223020)

Philip Catanzano

2024 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Legal Issues in K-12 Education is being taught in the OEL program as a core course. Students will receive an introduction to the American system of education law, with some comparisons to international standards and a discussion of ethical issues that may arise. Students will learn how to read and brief legal cases, read federal regulations and regulatory guidance, and understand the legal issues that impact education. Each week will build on this structure, focusing on issues like risk management, contracts and negligence, and an introduction to U.S. constitutional law through the lens of the Equal Protection Clause (analyzing its impact on race, gender, and socioeconomic status in separate discussions), as well as an introduction to statutory analysis using the federal approach to preventing sexual misconduct via Title IX of the Education Amendments and other laws. The course will also consider additional constitutional and statutory issues in school, including the process to support individuals with disabilities, religious freedoms, search and seizure, and due process, among other topics. (Speech and harassment issues are addressed in a separate course offering.)

This module is only available to students in the HGSE OEL online master's program.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Content	civil rights
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	interpret laws

Education BA310W Section: 1

Leading Strategically: Building Skills for Effective Leadership (222994)

Elizabeth City

2024 Fall (2 Credits)

Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS What does it mean to "lead strategically," and how might you do

that right now in your current role? How do you thoughtfully consider identity, equity, and expanding boundaries when planning strategically? How do you avoid typical pitfalls, like trying to do too many things or strategy living in the leader's head rather than being shared and driven by a variety of stakeholders? How can you be proactive rather than reactive? How might you cultivate strategic mindsets and skills in all dimensions of your life? This module prepares you to be a more strategic leader by partnering to answer these and other questions leaders face when trying to accomplish great things in complex contexts. The module is designed for leaders in a variety of environments, including preK-12 schools/school systems and higher education. The module is hands-on and interactive, including self-assessment, peer interaction, and practice with tools you can use at the organizational level and in your own daily and regular work.

The course will meet 2 hours/week in whole group and 1 hour/week in small group. Whole group will meet Mondays, 6-8pm. Default for small groups will be 8-9pm. If there are multiple students who prefer another day/time for their small group, we may be able to accommodate that.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
Blue Course Evaluations	OEL
HGSE: Competencies	leadership
HGSE: Competencies	collaborate
HGSE: Content	strategic planning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop a theory of action
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	field-based learning
HGSE: Content	leadership

Education BA311A Section: 01

Leading a School Through Challenge and Crisis (220660)

Richard Melvoin

2025 Spring (2 Credits)

Schedule:

TWR 0700 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

22

ONLY OFFERED FOR OEL STUDENTS Harvard's famous anthem Fair Harvard sees "calm rising thro' change and thro' storm." But school leaders are the ones who have to take the tiller and figure out the way to get through the storm. The thrust of this case-based, discussion-based course is to challenge students to problem-solve the widely varied kinds of problems – and yes, crises – that school leaders face. They range from the immediate – the death of a student, the threat of an armed person on campus, a racist incident, a hurricane – to less urgent but no less real crises: a slashed budget, a sharp decline in enrollment, crumbling infrastructure, reports of sexual assault. And of course it is hard to imagine more challenging situations than the recent pandemic and the ongoing struggles over racial justice and culture wars. By working through specific cases, this course will illuminate larger operational and strategic issues that are part and parcel of the work of a school leader. While some cases will be drawn from the instructor's direct experiences in

leading an independent school, the issues addressed will be central for students aspiring to lead all manner of schools: public, charter, faith-based, and private. Readings will be drawn from several sources that focus on the nature of leadership, from the world of schools to explorers and even to the American presidency.

Class Notes: The add/drop/grading basis change deadline for this course is Wednesday, January 8th at 6:00m ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	politics
HGSE: Competencies	leadership
HGSE: Competencies	develop a theory of action
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	case-method learning
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments
HGSE: Content	leadership
Blue Course Evaluations	OEL
HGSE: Content	decision-making

Education BA316A Section: 1

Leading Learning: Cultivating Skills for Education Leadership and Management (223018)

Irvin Scott

Mary O'Neill

2024 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

54

*****ONLY OFFERED FOR OEL STUDENTS***** This module is dedicated to improving teaching and learning in schools, systems, and organizations. As a teaching team of practitioners, we believe the way to improve student outcomes is to improve the instruction students receive every day in every classroom. Through this module, students will glean a deep understanding of how to improve teaching and learning at scale. We will focus our attention on how to: lead a vision for teaching and learning, design data and action driven systems to serve all students, bolster strong instruction with a culture focused on caring, character development, and just communities, focus the role of the leader on agility to support educators in improving their practice, enhancing student outcomes, and strengthening family and community partnerships. Tools and practical materials will be shared so that leaders are equipped with concrete resources to support instructional improvement. Bridging the fields of education and business, this course integrates world-class faculty and research with best practices in educational leadership to provide school and organization leaders with frameworks, skills, and knowledge to effectively lead and drive learning, change, and improvement. This module is open to all interested students. It is part of the comprehensive HGSE/HBS Certificate in School Management and Leadership (CSML) which is comprised of four courses: Leading Change, Leading School Strategy and Innovation, Leading People and Leading Learning which can be taken independently and in any

order. When you successfully complete this CSML course you will earn an HBS/HGSE certificate in Leading Learning.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	OEL

Education BA333 Section: 01

Strategic Leadership in the PreK-12 Education Ecosystem (220721)

Irvin Scott

2024 Fall (4 Credits) Schedule: W 0600 PM - 0900 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

ONLY OFFERED FOR OEL STUDENTS The primary goal of this course is to prepare aspiring and growing leaders for impactful work in the education ecosystem, with an emphasis placed on school leadership, nonprofit leadership, and entrepreneurial leadership. The course will focus on three dimensions of leadership. The first dimension focuses on understanding the impact we're seeking to have and how that impact happens in multiple parts of the Pk-12 Education Ecosystem, which is a framework Dr. Scott has developed. The second dimension relates to the ways (skills, characteristics, and dispositions) we lead within the ecosystem. This dimension utilizes HGSE's Education Leadership, Organizations, and Entrepreneurship framework along with an amendment to include two complimentary elements: 1) REDI, which stands for Race, Equity, Diversity and Inclusion, and 2) Leading Learning. The third dimension utilizes Ron Heifitz's and Marty Linky's idea of technical vs. adaptive frame in understanding how to build your analytical skills in understanding the challenges one faces in current and future roles. By the end of this course, aspiring leaders will be able to clearly envision themselves as leaders, who strategically navigate the education ecosystem to realize maximal impact.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

Education BA501 Section: 1

Negotiation Workshop (223048)

Alonzo Emery

Samuel Straus

2025 Spring (4 Credits) Schedule: M 0600 PM - 0900 PM

Instructor Permissions: Instructor Enrollment Cap: 30

***Lottery-based Enrollment* **ONLY OFFERED FOR OEL STUDENTS** Full Attendance at all class sessions required** This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions, power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in *Getting to Yes* and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course with sessions featuring a mix of pair work, as well as small and large group discussion.**

Must be taken Satisfactory/No Credit.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA501 Section: 2

Negotiation Workshop (223048)

Whitney Bennis

Deborah Goldstein

2025 Spring (4 Credits)

Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

***Lottery-based Enrollment* **ONLY OFFERED FOR OEL STUDENTS** Full Attendance at all class sessions required** This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions,**

power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in *Getting to Yes* and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course with sessions featuring a mix of pair work, as well as small and large group discussion.

Must be taken Satisfactory/No Credit.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA501 Section: 3

Negotiation Workshop (223048)

Alonzo Emery

Gillien Todd

2025 Spring (4 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Lottery-based Enrollment* **ONLY OFFERED FOR OEL STUDENTS* Full Attendance at all class sessions required** This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions, power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in *Getting to Yes* and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course with sessions featuring a mix of pair work, as well as small and large group discussion.

Must be taken Satisfactory/No Credit.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	HGSE Online Only

Education BA603 Section: 1

Collaborative Inquiry: Sustaining Meaningful Professional Learning for Our Colleagues and Ourselves (223838)

Tina Blythe

2024 Fall (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Many educators spend a lot of time in meetings—faculty meeting, department meetings, grade level meetings, task force meetings, committee meetings, and so on. And yet, how many of those meetings are focused on understanding and improving the day-to-day teaching and learning that happens in our classrooms and schools? In this course, we'll focus on how to leverage ordinary meeting time for meaningful professional learning: how do we work together with colleagues to identify and make headway on the core questions about teaching and learning that are most important in our particular contexts and communities? In interactive sessions, we will explore tools and processes for sparking, sustaining, and deepening learning conversations among colleagues. These tools and processes include protocols for guiding and supporting collegial conversation; strategies for documenting learning (both students' and our own); practices for thoughtful listening, observation, and question-asking; and the broader process of collaborative inquiry and what it takes to sustain it. We will spend class time practicing with these tools and processes. Participants will keep a reflective journal and develop a set of next steps that they can take in their own contexts to support their own learning and the learning of colleagues. ***Please note that attendance at the first class session is mandatory.***

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	engage in difficult conversations
Blue Course Evaluations	OEL
HGSE: Pedagogy	experiential learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	professional development
HGSE: Competencies	improve teaching practice

Education BA701 Section: 01

Creating the Future of American Postsecondary Education (220708)

Francesca Purcell

2024 Fall (4 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Students will become deeply familiar with the contemporary American postsecondary education landscape, gaining an understanding of its great strengths and many challenges, and will develop their own professional vision around their contributions to the field for years to come. First, we will examine key data and trends to better understand the student journey into and through postsecondary education. Our analysis will include how different groups of students are served before, during, and after their postsecondary education experience relative to race and ethnicity, gender, income-level, and other factors. We will then turn to an exploration of selected major issues that postsecondary education administrators and policymakers will likely continue to grapple with into the future and develop strategies about ways forward. Throughout the class, students will develop and strengthen fundamental professional skills and have opportunities to reflect upon career options and develop professional networks.

This course is limited to students in the Online Master's in Education Leadership program enrolled in the Higher Education Pathway.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
HGSE: Content	social justice
HGSE: Competencies	collaborate
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lecture
HGSE: Competencies	understand data
HGSE: Content	postsecondary education
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	examine trends
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	peer learning

Education BA702 Section: 1

Strategic Enrollment Management (223032)

Drew Allen

2025 Spring (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Colleges and universities are facing unprecedented challenges and uncertainty relating to student enrollment. From dramatic demographic shifts in college-going populations to new policies relating to the admissions process and the use of standardized tests, these changes require strategic enrollment management solutions that cut across traditional institutional

boundaries. This module provides an overview of strategic enrollment management, including recruitment, marketing, admissions, financial aid, student retention, and strategic enrollment planning. Students will participate in class discussions of readings and will collaborate on a multi-week group exercise that models the real-world considerations of working in an admissions office of an institution of higher education. Although the primary goal is to build students' understanding of foundational enrollment management processes, the course will also engage students in controversial topics and current debates that have a significant impact on the field, including race-conscious admission and ethics in the use of predictive analytics. Most readings and cases center on the undergraduate context; however, select examples may be drawn from graduate and international admissions and enrollment, depending on students' interests. This module is restricted to master's students in online Master's in Education Leadership program. The module has no formal prerequisite courses, and it has been designed to meet the needs of students without prior quantitative, data analysis, or higher education coursework. The course offers an introduction to enrollment management for OEL students interested in policy and practice relating to college admissions, financial aid, and enrollment management.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
HGSE: Content	college access
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	financial aid
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	strategic planning
HGSE: Pedagogy	discussion sections
HGSE: Content	admissions

Education BA709 Section: 1

Student Development in Context: Promoting Success and Well-Being in Higher Education (223013)

Alexis Redding

2024 Fall (4 Credits)

Schedule:

R 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS There is no one-size-fits-all college experience and the idea of the "traditional college" student is woefully out of date. In this course, we will unpack what it means to navigate the path to and through higher education today. We will also consider how individuals and institutions can foster student success and promote retention using theoretically-grounded practices.

During the semester, we will develop a robust toolkit of theories and frameworks from the fields of developmental psychology, sociology, and student affairs. This collection of ideas from across disciplines will allow us to center contemporary research on the student experience and to consider how to build policies and practices that genuinely meet their needs. To do this, we will test and apply our course ideas to a range of institutional contexts while we work to modernize and adapt them to fit the changing landscape of higher education. We will also hear directly from leading student affairs professionals who will share insights into their institutions and the students they serve along with current puzzles of practice for us to explore.

Students will leave this class with a solid foundation of theory, a nuanced understanding of today's college students, and a toolkit of research-based approaches to offer developmentally-grounded supports that help students thrive.

Note: This course is required for and limited to 2nd year OEL students in the Higher Education Pathway.

Requirements: Online Classes: PhD students are not eligible to enroll

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

Education BA710U Section: 1

Why Can't Higher Education Change? (220529)

Brian Rosenberg

2025 Spring (2 Credits)

Schedule:

TWR 0700 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Resistance within traditional higher education to anything more than incremental change is profound. We will in this class explore the causes for this resistance and explore questions including the following: Why is an industry populated by so many people who identify as politically liberal so conservative when it comes to its own practices? Why are scholars whose disciplines are constantly evolving so reluctant to embrace institutional evolution? Why do colleges and universities that so often speak in their mission statements about the transformative power of education find it so difficult to transform themselves? After considering the reasons why change is necessary, we'll examine topics including incentive structures, the dominance of the disciplines, shared governance, and tenure. We'll end by looking at some possible paths forward.

Class Notes:

The add/drop/grading basis change deadline for this course is Wednesday, January 8th at 6:00pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Requirements:

Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Competencies	practice equity and inclusion
HGSE: Content	decision-making
HGSE: Competencies	understand data
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	synthesize readings
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	online and blended learning
HGSE: Content	economics

Attribute	Value(s)
HGSE: Pedagogy	readings
HGSE: Competencies	collaborate
HGSE: Content	higher education
HGSE: Content	college rankings
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	governance
HGSE: Competencies	think strategically
HGSE: Pedagogy	research project
HGSE: Competencies	debate
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	strategic planning
HGSE: Content	innovation
HGSE: Competencies	analyze quantitative data
HGSE: Content	financial management
HGSE: Competencies	write a research/analytic paper
HGSE: Content	budgeting
HGSE: Content	process improvement
HGSE: Content	politics
HGSE: Content	ethics
HGSE: Pedagogy	small-group discussion
HGSE: Content	causal reasoning
HGSE: Pedagogy	reflective writing
HGSE: Content	history
HGSE: Content	culture
HGSE: Content	leadership

Education BA770 Section: 01

Higher Education Leadership & Governance (220722)

Liya Escalera

2025 Spring (4 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS In this course, we will explore leadership and governance in colleges and universities, with a focus on approaches to leadership that advance access to higher education and equitable student outcomes. We will examine core components of effective leadership within the context of American higher education as it relates to multiple institutional types, perspectives, and roles. We will consider how effective leaders identify and implement strategic priorities, lead through change, foster innovation, and respond to crises. This course assumes that students have diverse leadership experiences, and they will be encouraged to draw upon these experiences to investigate, question and/or challenge ideas presented in readings and class activities. Through small and large-group discussions, written assignments, interviews with leaders, simulations, case studies, and presentations, students will develop core leadership skills as they reflect upon their leadership strengths and opportunities for growth.

Requirements: Must be an Online Master's in Education Leadership

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BH200 Section: 1

K-16 Transitions: Developmental Perspectives on College and Career Readiness (224949)

Mandy Savitz-Romer

2025 Spring (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTSThis module is designed to provide students with a developmental perspective on how students conceptualize and engage in college and career readiness. While no one student will follow an identical path to and through college/career, a developmental approach that emphasizes the importance of aspiration formation, identity development, hopefulness, motivation, and planfulness for college and career is essential to inventing a positive, meaningful future. This module invites students to consider these developmental constructs in light of the structures and systems that shape an individual's future self. Students will review scholarship from the fields of PreK-12 education, counseling, psychology, higher education, and career development with an emphasis on strengths-based frameworks that center students' social identities, assets, and developmental needs. The class will combine developmental theories with applied educational experiences across the K-16 continuum.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BQO11A Section: 01

Equity and Opportunity: Class in Context (220739)

Noah Heller

Jing Qiu

2024 Fall (2 Credits)

Schedule:

R 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

*Lottery-based Enrollment**ONLY OFFERED FOR OEL STUDENTS* The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about a dimension of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only
Blue Course Evaluations	BEQO
All: Cross Reg Availability	Not Available for Cross Registration

Education BQO11C Section: 01

Equity and Opportunity: Gender and Sexuality in Context (220766)

Kimm Topping

Shafia Zaloom

2024 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-based Enrollment The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about a dimension of social identity. This module will focus specifically on gender and sexuality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only
Blue Course Evaluations	BEQO
All: Cross Reg Availability	Not Available for Cross Registration

Education BQO11D Section: 01

Equity and Opportunity: Race and Ethnicity in Context (220662)

Abigail Orrick

Samuel Ellison

2024 Fall (2 Credits)

Schedule:

T 0600 PM - 0845 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-based Enrollment The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students

in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEQO
HGSE: Limited Enrollment	HGSE Online Only

Education BQO11D Section: 02

Equity and Opportunity: Race and Ethnicity in Context (220662)

Abigail Orrick

Samuel Ellison

2024 Fall (2 Credits)

Schedule:

R 0600 PM - 0900 PM

Instructor Permissions:

Instructor

Enrollment Cap:

25

Lottery-based Enrollment The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	BEQO
All: Cross Reg Availability	Not Available for Cross Registration

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only

Education BS010B Section: 1

Designing Surveys and Questionnaires: Principles and Methods (223052)

Joseph McIntyre

2025 Spring (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Questionnaires are among the most common data collection methods that educational researchers and other social scientists employ. Thus, surveys wield tremendous impact on the data based decision making that increasingly permeates our educational system and in society more broadly. Yet producing high-quality survey measures is not a straightforward task. Survey designers must choose between open ended, ranking, or rating items; between asking questions or posing statements for respondents to agree/disagree with; how many response options to offer; and the organizational logic of their survey. Empirical studies exist to guide each of these choices and maximize the quality of the data collected. This course will familiarize students with the steps and procedures that are essential to developing high quality surveys. The major topics of the course include defining constructs; creating items and item wording; response anchors; organizing, ordering, and formatting surveys; and bolstering response rates. The course is not designed to cover sampling procedures, analysis of survey data, or interviewing. As a final project, students will design a short questionnaire.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	assess cognitive challenges
HGSE: Competencies	design a survey instrument
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	readings
HGSE: Content	descriptive statistics
HGSE: Content	research methods
HGSE: Content	psychology
Blue Course Evaluations	OEL
HGSE: Pedagogy	peer learning
HGSE: Competencies	collect quantitative data
HGSE: Competencies	understand data

Education BT022 Section: 1

How the Future of Work is Shaping the Future of Education (223053)

Peter Blair

2025 Spring (4 Credits)

Schedule:

R 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

30

ONLY OFFERED FOR OEL STUDENTS The advent of automation, robotization, artificial intelligence, and the gig economy are key forces shaping the future of work. The future of work, in turn, is shaping the

demand for traditional education credentials, like college degrees. Fortune 500 companies, such as, Apple, Google, and Microsoft, in fact, no longer require Bachelor's degrees for incoming workers, opting instead to hire based on skills. In this course, we will examine the technological changes that are driving the future of work and the future of education. We will cover topics related to the history of education and technology, recent impacts of new technological innovations, and responses by the education sector to provide new credentials, as well as new delivery mechanisms for existing credentials. We will consider how the future of work and education alters the social contract between technologists, firms, workers, educators, and policy makers.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BT211Q Section: 01

Instructional Leadership in Special Education and Inclusion (220665)

Rhonda Bondie

Khalya Hopkins

2025 Spring (2 Credits)

Schedule:

MWR 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS Join us as we investigate how practices, policies, and perspectives shape learning for culturally, linguistically, and ability diverse students in inclusive learning communities. We explore the multiple and intersecting identities of persons with disabilities and increase our awareness of beliefs and experiences that shape our visions and leadership actions toward inclusion. Within the US context, we examine the role of race in special education and the pursuit of education within the context of current and historical systems. We personalize our learning by choosing readings, simulations, and exercises to learn and then apply our growing knowledge of learner variability to practical projects relevant to our own context. We increase our knowledge of the identification process, the full range of disabilities and services, and how individual education programs (IEPs) and 504 plans work. We learn data collection and analysis methods and how to use evidence-based practices including Multi-Tier System of Supports (MTSS) and Universal Design for Learning (UDL) to serve all learners through inclusive communities.

Class Notes:

The add/drop/grading basis change deadline for this course is Wednesday, January 8th at 5:00pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Requirements:

Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	interpret laws
HGSE: Competencies	analyze student data
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	online and blended learning
Blue Course Evaluations	OEL
HGSE: Content	universal design for learning
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	discussion sections
HGSE: Content	diversity equity inclusion
HGSE: Competencies	deliver instruction

Education BT220M Section: 01

Writing Workshop (220664)

Nancy Sommers

2025 Spring (2 Credits)

Schedule:

MTWR 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

ONLY OFFERED FOR OEL STUDENTS 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.

Class Notes:

The add/drop/grading basis change deadline for this course is Wednesday, January 8th at 5:00pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Requirements:

Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BVI101 Section: 1

Evidence (222148)

Candice Bocala

Christina Claiborne

2025 Summer (4 Credits)

Schedule:

TR 0600 PM - 0830 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving college enrollment rates in Fulton County, Georgia. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEVI

Education EQO11A Section: 01

Equity and Opportunity: Class in Context (216666)

Irene Liefshitz

Orelia Jonathan

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap: 24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11A Section: 02

Equity and Opportunity: Class in Context (216666)

Irene Liefshitz

Orelia Jonathan

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

23

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful

relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11A Section: 03

Equity and Opportunity: Class in Context (216666)

Xin Xiang

Swati Puri

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions:

Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11A Section: 04

Equity and Opportunity: Class in Context (216666)

Xin Xiang

Swati Puri

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11A Section: 05

Equity and Opportunity: Class in Context (216666)

Kaia Stern

Aaron Bray

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social

identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet in **Radcliffe Knafel 104** on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11B Section: 01

Equity and Opportunity: Dis/ability in Context (216667)

Todd Grindal

Monica Ng

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on dis/ability in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this

course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11B Section: 02

Equity and Opportunity: Dis/ability in Context (216667)

Todd Grindal

Hadas Eidelman

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions:

Instructor

Enrollment Cap:

23

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on dis/ability in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11B Section: 03

Equity and Opportunity: Dis/ability in Context (216667)

Beth Fornauf

Dayniah Manderson

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on dis/ability in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not

open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11B Section: 04

Equity and Opportunity: Dis/ability in Context (216667)

Bryan Mascio

Dayniah Manderson

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

23

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on dis/ability in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11C Section: 01

Equity and Opportunity: Gender and Sexuality in Context (216663)

Gretchen Brion-Meisels

Ron Grady

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions:

Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on gender and sexuality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11C Section: 02

Equity and Opportunity: Gender and Sexuality in Context (216663)

Gretchen Brion-Meisels

Ron Grady

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

23

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on gender and sexuality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11C Section: 03

Equity and Opportunity: Gender and Sexuality in Context (216663)

Amanda Laws

Michael Vázquez

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on gender and sexuality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful

relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet in Radcliffe Knafel Coolidge 105 on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11C Section: 04

Equity and Opportunity: Gender and Sexuality in Context (216663)

Amanda Laws

Michael Vázquez

2024 Fall (2 Credits)

Schedule:

MTRF 0130 PM - 0400 PM

TWR 0130 PM - 0400 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on gender and sexuality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet in **Radcliffe Knafel Coolidge 105** on the following dates:

Monday 8/5: 1:30-4:00pm

Tuesday 8/6: 1:30-4:00pm

Thursday 8/8: 1:30-4:00pm

Friday 8/9: 1:30-4:00pm

Tuesday 8/13: 1:30-4:00pm

Wednesday 8/14: 1:30-4:00pm

Thursday 8/15: 1:30-4:00pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11D Section: 01

Equity and Opportunity: Race and Ethnicity in Context (216662)

Jarvis Givens

Ivelisse Ramos

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11D Section: 02

Equity and Opportunity: Race and Ethnicity in Context (216662)

Jarvis Givens

Ivelisse Ramos

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

23

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social

identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11D Section: 03

Equity and Opportunity: Race and Ethnicity in Context (216662)

Ebonée Green

Timothy McCarthy

2024 Fall (2 Credits)

Schedule:

MTRF 0930 AM - 1200 PM

TWR 0930 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 9:30am-12:00pm

Tuesday 8/6: 9:30am-12:00pm

Thursday 8/8: 9:30am-12:00pm

Friday 8/9: 9:30am-12:00pm

Tuesday 8/13: 9:30am-12:00pm

Wednesday 8/14: 9:30am-12:00pm

Thursday 8/15: 9:30am-12:00pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be

received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11D Section: 04

Equity and Opportunity: Race and Ethnicity in Context (216662)

Ebonée Green

Timothy McCarthy

2024 Fall (2 Credits)

Schedule:

MTRF 0130 PM - 0400 PM

TWR 0130 PM - 0400 PM

Instructor Permissions: Instructor

Enrollment Cap:

23

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 1:30- 4:00pm

Tuesday 8/6: 1:30- 4:00pm

Thursday 8/8: 1:30- 4:00pm

Friday 8/9: 1:30- 4:00pm

Tuesday 8/13: 1:30- 4:00pm

Wednesday 8/14: 1:30- 4:00pm

Thursday 8/15: 1:30- 4:00pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11D Section: 05

Equity and Opportunity: Race and Ethnicity in Context (216662)

Liya Escalera

Jaein Lee

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not

open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11D Section: 06

Equity and Opportunity: Race and Ethnicity in Context (216662)

Liya Escalera

Jaein Lee

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11E Section: 01

Equity and Opportunity: Citizenship and Nationality in Context (216665)

Alysha Banerji

Meira Levinson

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions:

Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on citizenship and nationality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11E Section: 02

Equity and Opportunity: Citizenship and Nationality in Context (216665)

Meira Levinson

Alysha Banerji

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on citizenship and nationality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11E Section: 03

Equity and Opportunity: Citizenship and Nationality in Context (216665)

Liz Duraisingh

Paula Laurel Jackson

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions:

Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on citizenship and nationality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful

relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11E Section: 04

Equity and Opportunity: Citizenship and Nationality in Context (216665)

Liz Duraisingh

Paula Laurel Jackson

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on citizenship and nationality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11E Section: 5

Equity and Opportunity: Citizenship and Nationality in Context (216665)

Nicolas Riveros Medelius

Eric Torres

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on citizenship and nationality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet in Littauer M16 on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11F Section: 01

Equity and Opportunity: Language in Context (216664)

Paola Uccelli

Maya Alkateb-Chami

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on language in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social

identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11F Section: 02

Equity and Opportunity: Language in Context (216664)

Paola Ucelli

Maya Alkateb-Chami

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

23

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on language in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be

received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11F Section: 3

Equity and Opportunity: Language in Context (216664)

Gladys Aguilar

Linda Andreev

2024 Fall (2 Credits)

Schedule:

MTRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

Instructor Permissions: Instructor Enrollment Cap: 24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on language in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 10:00am-12:30pm

Tuesday 8/6: 10:00am-12:30pm

Thursday 8/8: 10:00am-12:30pm

Friday 8/9: 10:00am-12:30pm

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11F Section: 4

Equity and Opportunity: Language in Context (216664)

Gladys Aguilar

Linda Andreev

2024 Fall (2 Credits)

Schedule:

MTRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on language in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new

frame. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/5: 2:00-4:30pm

Tuesday 8/6: 2:00-4:30pm

Thursday 8/8: 2:00-4:30pm

Friday 8/9: 2:00-4:30pm

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Only part-time residential students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 4 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EVI101 Section: 01

Evidence (214354)

Carrie Conaway

Zenzile Riddick

2024 Fall (4 Credits)

Schedule:

TWR 1000 AM - 1230 PM

M 1000 AM - 1230 PM

M 0200 PM - 0430 PM

MTWRF 1000 AM - 1230 PM

Instructor Permissions: Instructor Enrollment Cap: 75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Gutman Conference Center 1, for both AM and PM sessions)

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Monday 8/19: 10:00am-12:30pm

Tuesday 8/20: 10:00am-12:30pm

Wednesday 8/21: 10:00am-12:30pm

Thursday 8/22: 10:00am-12:30pm

Friday 8/23: 10:00am-12:30pm

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Available for Harvard Cross Registration

Education EVI101 Section: 01

Evidence (214354)

Zid Mancenido

2025 Spring (4 Credits)

Schedule:

M 0430 PM - 0600 PM

TWR 0430 PM - 0700 PM

Instructor Permissions:

Instructor

Enrollment Cap:

n/a

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

This class will run from 1/6 - 1/23.

There will be addition class meetings from Tuesday 1/21 - Thursday 1/23 from 4:30pm - 7:30pm.

This course is limited to teacher candidate residents in the TTL program and others by permission of the instructor or registrar.

The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 9:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

Education EVI101 Section: 02

Evidence (214354)

Drew Allen

Christina Claiborne

2024 Fall (4 Credits)

Schedule:

MTWRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

M 1000 AM - 1230 PM

M 0200 PM - 0400 PM

Instructor Permissions:

Instructor

Enrollment Cap:

75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Longfellow 319, for both AM and PM sessions)

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Monday 8/19: 10:00am-12:30pm

Tuesday 8/20: 10:00am-12:30pm

Wednesday 8/21: 10:00am-12:30pm

Thursday 8/22: 10:00am-12:30pm

Friday 8/23: 10:00am-12:30pm

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

Education EVI101 Section: 03

Evidence (214354)

Joseph McIntyre

Zac Lim

2024 Fall (4 Credits)

Schedule:

M 1030 AM - 0100 PM

MTWRF 1030 AM - 0100 PM

TWR 1030 AM - 0100 PM

M 0230 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Gutman Conference Center 4/5, for both AM and PM sessions)

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Monday 8/19: 10:00am-12:30pm

Tuesday 8/20: 10:00am-12:30pm

Wednesday 8/21: 10:00am-12:30pm

Thursday 8/22: 10:00am-12:30pm

Friday 8/23: 10:00am-12:30pm

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

Education EVI101 Section: 04

Evidence (214354)

Alexis Gable

Ann Mantil

2024 Fall (4 Credits)

Schedule:

MTWRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

M 0200 PM - 0430 PM

M 1000 AM - 1230 PM

Instructor Permissions:

Instructor

Enrollment Cap:

75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different

types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Gutman Reading Area, for both AM and PM sessions)

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Monday 8/19: 2:00-4:30pm

Tuesday 8/20: 2:00-4:30pm

Wednesday 8/21: 2:00-4:30pm

Thursday 8/22: 2:00-4:30pm

Friday 8/23: 2:00-4:30pm

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

Education EVI101 Section: 05

Evidence (214354)

Gabrielle Oliveira

Douglas Mosher

2024 Fall (4 Credits)

Schedule:

M 1000 AM - 1230 PM

MTWRF 1000 AM - 1230 PM

TWR 1000 AM - 1230 PM

M 0200 PM - 0430 PM

Instructor Permissions: Instructor Enrollment Cap: 75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Larsen G08, for both AM and PM sessions)

Tuesday 8/13: 10:00am-12:30pm

Wednesday 8/14: 10:00am-12:30pm

Thursday 8/15: 10:00am-12:30pm

Monday 8/19: 10:00am-12:30pm

Tuesday 8/20: 10:00am-12:30pm

Wednesday 8/21: 10:00am-12:30pm

Thursday 8/22: 10:00am-12:30pm

Friday 8/23: 10:00am-12:30pm

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

Education EVI101 Section: 06

Evidence (214354)

Jane Kang

Zid Mancenido

2024 Fall (4 Credits)

Schedule:

MTWRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

M 0200 PM - 0430 PM

M 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Askwith -Longfellow 116, for both AM and PM sessions)

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Monday 8/19: 2:00-4:30pm

Tuesday 8/20: 2:00-4:30pm

Wednesday 8/21: 2:00-4:30pm

Thursday 8/22: 2:00-4:30pm

Friday 8/23: 2:00-4:30pm

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

Education EVI101 Section: 07

Evidence (214354)

Melanie Rucinski

Justin Hauver

2024 Fall (4 Credits)

Schedule:

TWR 0200 PM - 0430 PM

M 0200 PM - 0430 PM

MTWRF 0200 PM - 0430 PM

M 1000 AM - 1230 PM

Instructor Permissions:

Instructor

Enrollment Cap:

75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Gutman Conference Center 2/3, for both AM and PM sessions)

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Monday 8/19: 2:00-4:30pm

Tuesday 8/20: 2:00-4:30pm

Wednesday 8/21: 2:00-4:30pm

Thursday 8/22: 2:00-4:30pm

Friday 8/23: 2:00-4:30pm

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

Education EVI101 Section: 08

Evidence (214354)

Abigail Orrick

Alejandro Ganimian

2024 Fall (4 Credits)

Schedule:

M 0200 PM - 0430 PM

MTWRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

M 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap: 75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Larsen 106, for both AM and PM sessions)

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Monday 8/19: 2:00-4:30pm

Tuesday 8/20: 2:00-4:30pm

Wednesday 8/21: 2:00-4:30pm

Thursday 8/22: 2:00-4:30pm

Friday 8/23: 2:00-4:30pm

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

Education EVI101 Section: 09

Evidence (214354)

James Kim

Irene Holtzman

2024 Fall (4 Credits)

Schedule:

MTWRF 0200 PM - 0430 PM

TWR 0200 PM - 0430 PM

M 0200 PM - 0430 PM

M 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

75

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Course will meet on the following dates:

Monday 8/12: 10:00am-12:30pm, 2:00-4:30pm (Gutman 302/303, for both AM and PM sessions)

Tuesday 8/13: 2:00-4:30pm

Wednesday 8/14: 2:00-4:30pm

Thursday 8/15: 2:00-4:30pm

Monday 8/19: 2:00-4:30pm

Tuesday 8/20: 2:00-4:30pm

Wednesday 8/21: 2:00-4:30pm

Thursday 8/22: 2:00-4:30pm

Friday 8/23: 2:00-4:30pm

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

Education EVI101 Section: 2

Evidence (214354)

James Kim

2025 Spring (4 Credits)

Schedule:

MTWRF 1000 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving equity in literacy outcomes for grade 3 to 5 students in Charlotte-Mecklenburg, North Carolina. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

This pilot version of EVI101 will have a unique topical focus: improving academic achievement in grades 4 to 8 in São Paulo, Brazil.

Enrollment is closed.

The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 3:30pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

Education H110G Section: 01

Learning in a Globalizing World: Toward Cultural and Global Awareness for Justice (180413)

Bruno della Chiesa

2025 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 1200 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Learning in a Globalizing World:Towards cultural/global awareness against xenophobia, discrimination and oppression

Please visit the course website for the complete description.

Attending all 9 sessions (January 7-17) is required.

For each session, the first two hours (9 to 11) are compulsory: missing a single hour generally leads to serious learning issues.

Each morning, the following hour (11 to 12) is optional.

At least one 30-mn one-on-one meeting with teaching staff (between January 13 and 25) is required.

There are no prerequisites, but previous experience of immersion in different cultures proves generally useful.

Potentially relevant for anyone, particularly for people contemplating intercultural professions (diplomatic services, NGOs, etc.) and/or professions dealing with minorities.

H110G features primarily anthropology, sociology, history, geopolitics, didactics, linguistics and philosophy (ethics).

Very strong motivation highly recommended!

Class Notes:

Please note the 11:00am - 12:00pm hour is optional. All students enrolled in this course are expected to participate from 9:00am - 11:00am. Further information will be available in class.

The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Competencies	democracy
HGSE: Pedagogy	reflective writing
HGSE: Content	immigration
HGSE: Content	culture
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	discussion sections

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

Education H110L Section: 01

Becoming an Expert Learner (213647)

Tina Grotzer

2024 Fall (2 Credits)

Schedule:

F 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Understanding how one's mind works is essential to using it well and to becoming an expert learner. When learning to operate a new piece of technology, a vehicle, or other device, we might read the owner's manual, take a tutorial, or work with a mentor. We spend our lives learning and while much of what we do suffices, we can use our minds more effectively for optimal learning. This module focuses on what is known from research about human cognitive architecture. It considers research on perception, attention, memory, comprehension, and reasoning that can help support expertise in learning. It will consider both cutting edge research and research that is older, well-vetted, but under-utilized. Each session will introduce a new set of concepts, the implications of those concepts for learning will be explored, and students will be tasked with applying the implications to their own learning during the week. Discussion will include ways in which human minds and AI can complement each other in learning and performance. Students will keep a journal of their learning and submit a weekly two-page reflection on how they applied the course concepts to their learning that week. Grading will be based upon the weekly reflections; there is no final project. The course pedagogy centers on active processing and utilizes the principles taught in the course with a strong focus on application and transfer. It is expected that students will apply the course concepts to their own learning; educators may also find the course valuable as they support the development of expert learners amongst their own students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Competencies	assess cognitive challenges
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing

Attribute	Value(s)
HGSE: Content	neuroscience
HGSE: Content	learning and teaching
HGSE: Content	metacognition
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H113 Section: 01

Interpreting Evidence in Educational Neuroscience (220732)

Ola Ozernov-Palchik

2025 Spring (2 Credits)

Schedule:

R 1030 AM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Evidence-based practice is the gold standard of education. But, how do we determine when evidence is good enough? Understanding what robust science should look like is critical for translating science into knowledge and, subsequently, into practice. This interactive and discussion-based course will teach you how to read scientific literature in the cross-disciplinary field of educational neuroscience. We will review some of the most prevalent methods in educational neuroscience (e.g., neuroimaging, experimental, computational) as well as topics related to best research practices around open science and reproducibility. In addition, we will practice dissecting and critically evaluating empirical articles. We will also examine some misconceptions that are prevalent in education about how the mind and the brain work and explore how to address them in practice.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	readings
HGSE: Pedagogy	discussion sections
HGSE: Content	psychology
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	neuroscience
HGSE: Content	cognitive development
HGSE: Competencies	synthesize readings
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	ALL

Education H128 Section: 1

Curiosity in Learning and Development (218774)

Elizabeth Bonawitz

2024 Fall (4 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Lottery-Based Enrollment Why are human's the only agents in the known universe that wonder "why", and where does this epistemic curiosity come from? Parents, educators, and policy makers agree that we want to raise a generation of learners who are curious and creative thinkers. Our psychological theories suggest that curiosity is a critical component of learning. But to foster it, we must understand how it functions in the

developing mind.

In this course, students will learn about the current cutting-edge science of curiosity from a cognitive science perspective. In addition to engaging in course discussions of the scientific literature, students will apply this knowledge in group assignments that will focus on how curiosity may be studied in the lab and will brainstorm on how it can be deployed in the classroom. As part of these assignments, students will build skills in talking about curiosity – whether it be to a scientific research funder, school administrator, or policy maker. A final group project will allow students to hone the knowledge and skills gained in the course by receiving feedback from a group of expert panelists.

No prerequisites for HGSE Masters students. Strongly recommended for students in LDIT and HDE programs. Pending space, this course will be open with instructor permission to advanced education and psychology undergraduates with a strong interest in the cognitive science of learning. Enrollment will be limited to 30 students.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	cognitive development
HGSE: Pedagogy	team-based learning
HGSE: Content	research methods
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze arguments
HGSE: Competencies	make a presentation
HGSE: Competencies	improve teaching practice
HGSE: Competencies	make policy recommendations
HGSE: Content	developmental psychology
HGSE: Competencies	think strategically
HGSE: Pedagogy	readings
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	understand data
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	design thinking
HGSE: Competencies	develop research questions
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	child development
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Education H180 Section: 01

Cognitive Development: Trust and Imagination (180438)

Paul Harris

2025 Spring (4 Credits)

Schedule:

T 1030 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

The purpose of this course is to critically examine two somewhat conflicting views about early cognitive development, namely that young children: (i) are little scientists who construct their own ideas about the world based on their own first-hand observation and exploration; and (ii) have a rich fantasy life as shown by their capacity for make-believe play and their delight in magic and fairy tales. We will examine two alternative proposals namely that young children: (i) are credulous pupils who are receptive to ideas about reality supplied by other people; (ii) have an imagination inspired by everyday reality rather than fantastical possibilities.

Additional Course Attributes:

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

Education H205 Section: 01

College Student Development: New Insights & Practical Applications (213556)

Alexis Redding

2024 Fall (4 Credits)

Schedule:

M 0500 PM - 0730 PM

Instructor Permissions: None

Enrollment Cap:

n/a

A working knowledge of student development theory is a critical tool for professionals in higher education. Understanding theories of College Student Development helps us to create intentional environments that support student growth and effectively respond to campus crises. However, given the changing terrain of higher education, it is also important for us to critically examine classic developmental models and to expand on traditional frameworks in order to more fully account for the lived experiences of students and the range of educational contexts they encounter today. This class will ask important questions about how to modernize and adapt theory to address the needs of our students. We will consider uses and limitations of theory-based programming as we consider best practices for today's college contexts. Students will leave this class with a solid foundation of theory, a nuanced understanding of today's college students, and a toolkit of research-based approaches to offer developmentally-grounded supports that help them thrive.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	developmental psychology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	postsecondary education
HGSE: Pedagogy	lecture
HGSE: Content	higher education
HGSE: Pedagogy	small-group discussion
HGSE: Content	adult development

Education H205B Section: 1

Student Affairs in Higher Education: A Theory-to-Practice Approach (223033)

Alexis Redding

2025 Spring (2 Credits)

Schedule:

M 0500 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Student affairs (SA) professionals are central to individual and institutional success in higher education. In this course, students will gain an understanding of the field of student affairs, develop a toolkit of professional competencies, and consider best practices as defined by ACPA & NASPA. This is a practice-oriented course that allows us to use our theoretical toolkit from GSE H205 (College Student Development: New Insights & Practical Applications) to create actionable solutions to pressing problems in higher education. We will hear directly from SA professionals who will share their current experiences from a range of institutional contexts and introduce us to the dilemmas they are working to solve.

The course is ideal for aspiring SA professionals and for anyone who would like to better understand the institutional structures and practices that are in place to support student success and personal development in college.

Enrollment is only open to students who complete GSE H205 (College Student Development: New Insights & Practical Applications).

Additional Course Attributes:

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

Education H210P Section: 01

Queering Education (216690)

Kimm Topping

2025 Spring (2 Credits)

Schedule:

R 1200 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course explores the role of gender and sexuality in shaping young people's 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 and cisnormativity, 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) Talk comfortably about queer history and how it can inform our understanding of schools and schooling; (2) identify specific strategies that educators at various levels might use to support students in negotiating gender and sexuality norms; (3) identify tools that schools can use to build positive, nurturing environments, which open up possibilities for complex gender and sexual identity development; and (4) analyze and evaluate a variety of school practices, curricula, programs, and policies that seek to support healthy gender and sexual identity development for U.S. children and adolescents. In order to achieve these goals, the course will begin with some theoretical and historical grounding, move into an exploration of dominant narratives of gender and sexuality today, and then begin to explore where there is possibility for change. The course will provide opportunities to consider the ways in

which other elements of identity (e.g., race, culture, socioeconomic status, age, religion, 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 course will take a heavily practice-based approach, building on case studies and guest speakers with direct experience in the field.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	bullying/discrimination
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Competencies	design a lesson
HGSE: Content	risk prevention/intervention
HGSE: Competencies	design a school
HGSE: Content	lgbtq
HGSE: Competencies	E&O Electives
HGSE: Content	gender
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	readings
HGSE: Content	social justice
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop curriculum
HGSE: Content	adolescent development
HGSE: Content	child development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	curriculum-design project

Education H210V Section: 01

Empowering Human Relationships Across Developmental Contexts (216693)

Junlei Li

2025 Spring (2 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

37

In this module, we will seek to understand and improve the quality of human interactions across a wide range of developmental contexts (both cultural and institutional), from orphanages to classrooms and from early childhood to youth development. The driving question is: How do we encourage, enhance, and empower the human relationships around children and youth in adversity? By learning from what ordinary people do extraordinarily well in relationships with one another in simple, everyday moments, we can nurture intuition into intention, grow communities of practice, and plant seeds for sustainable systems change. The course weaves together "understanding" and "applying." Part of the course will focus on applying developmental theories to examine actual practices (on video) in authentic field settings of human development. Part of the course will focus on developing and using a relationship-focused tool and theory of change to improve practices, programs, and policies. The contexts chosen for this module focus on children experiencing adversity in both US-based and international settings. This module has limited enrollment by application. The application requires both a simple petition in my.harvard and a response to a short survey on the course canvas site. Please consult the canvas site or the teaching team for specific timelines.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Content	developmental psychology
HGSE: Content	child development
HGSE: Pedagogy	project-based learning
HGSE: Content	early childhood
HGSE: Content	adult development
HGSE: Pedagogy	online and blended learning
HGSE: Content	culture
HGSE: Content	relationships with children
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social development
HGSE: Pedagogy	reflective writing
HGSE: Content	action research
HGSE: Pedagogy	lecture

Education H210V Section: 01

Empowering Human Relationships Across Developmental Contexts (216693)

Junlei Li

2025 Spring (2 Credits)

Schedule:

TWR 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

35

In this module, we will seek to understand and improve the quality of human interactions across a wide range of developmental contexts (both cultural and institutional), from orphanages to classrooms and from early childhood to youth development. The driving question is: How do we encourage, enhance, and empower the human relationships around children and youth in adversity? By learning from what ordinary people do extraordinarily well in relationships with one another in simple, everyday moments, we can nurture intuition into intention, grow communities of practice, and plant seeds for sustainable systems change. The course weaves together "understanding" and "applying." Part of the course will focus on applying developmental theories to examine actual practices (on video) in authentic field settings of human development. Part of the course will focus on developing and using a relationship-focused tool and theory of change to improve practices, programs, and policies. The contexts chosen for this module focus on children experiencing adversity in both US-based and international settings. This module has limited enrollment by application. The application requires both a simple petition in my.harvard and a response to a short survey on the course canvas site. Please consult the canvas site or the teaching team for specific timelines.

Class Notes:

1) Submit a petition on My.Harvard. You can leave the petition form in My.Harvard blank.

2) By Nov. 11th, Respond to a simple application survey, [here](#). This is the only place where you need to write anything. In fact, in case we do not have space for you in J-Term, we will re-use the information for Spring-1 consideration if you would like us to.

3) By Nov. 13th, we will approve petitions of students to enroll in the

course, and keep the remainder on waitlist in case any approved students decide to drop.

The add/drop/grading basis change deadline for this course is Wednesday, January 8th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adult development
HGSE: Pedagogy	discussion sections
HGSE: Content	social development
HGSE: Content	early childhood
HGSE: Pedagogy	lecture
HGSE: Content	child development
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	case-method learning
HGSE: Content	culture
HGSE: Pedagogy	project-based learning
HGSE: Content	relationships with children
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	E&O Electives
HGSE: Content	developmental psychology
HGSE: Content	action research

Education H213 Section: 1

Queer Nation: LGBTQ+ Protest, Politics, and Policy in the United States (218770)

Timothy McCarthy

2024 Fall (4 Credits)

Schedule:

MW 0900 AM - 1015 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

In this course, we will explore the political and politicized lives of lesbian, gay, bisexual, transgender, and queer peoples living in the United States since World War II. Centering both an intersectional analysis and historical critique of "progress," we will focus our attention on the interrelationship between protest (how LGBTQ people have organized themselves and expressed their demands in the face of systemic oppression), politics (how LGBTQ people have navigated the "culture wars"), and policy (how LGBTQ people have shaped and been shaped by laws and legislation) across the Homophile Generation (1940s and 1950s), Stonewall Generation (1960s and 1970s), AIDS Generation (1980s and 1990s), and Marriage Generation (2000s to present). We will study significant movement moments, hear firsthand from a diverse range of change agents (including allies and adversaries), and analyze specific legal and legislative inflection points. Targeted discrimination against and widespread exclusion of queer people have been urgent and ongoing problems in modern American politics and culture, yet too often these are treated as afterthoughts in discussions and debates about human rights and social justice—despite the fact that such prejudicial practices and policies continue to perpetuate stigma and violence against queer people in myriad ways. The modern LGBTQ movement in the United States offers some important lessons about the long and difficult struggle over representation and rights, oppression and liberation, assimilation and equality. We won't cover

everything or figure it all out in one module, but any student who is interested in knowing this history and changing this world will be welcomed, affirmed, and valued in this course.

Class Notes: This course is offered at the Harvard Kennedy School and cross-listed at HGSE. Please follow the Harvard Kennedy School schedule for course meeting times.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	politics
HGSE: Content	race/ethnicity
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	civil rights
HGSE: Content	history
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	lecture
HGSE: Content	social justice
HGSE: Content	policy
HGSE: Content	gender
HGSE: Content	lgbtq

Education H236 Section: 1

Adolescent Development (180460)

Nancy Hill

2024 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

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

Education H250 Section: 01

Developmental Psychology (180464)

Paul Harris

2024 Fall (4 Credits)

Schedule:

TR 1030 AM - 1130 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)
HGSE: Content	early childhood
HGSE: Pedagogy	lecture
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Available for Harvard Cross Registration

Attribute	Value(s)
HGSE: Content	developmental psychology

Education H304 Section: 1

Legal and Ethical Issues in Child Advocacy (180481)

Jacqueline Zeller

2025 Spring (4 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course provides an introductory overview of ethical and legal issues that affect counselors, school-based mental health professionals, and those interested in 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 and advocating with 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 decision-making 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. This course is required of Counseling students and also counts toward a Child Protection Program requirement. Enrollment procedure will be posted on the course website and includes submitting an interest form by stated deadline on website to be considered for enrollment.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	ethics
HGSE: Content	advocacy
HGSE: Competencies	collaborate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Competencies	build partnership
HGSE: Content	mental health
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	counseling
HGSE: Pedagogy	reflective writing

Education H310M Section: 01

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

Gretchen Brion-Meisels

2024 Fall (2 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

60

Lottery-Based Enrollment 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, and who come to school with diverse identities, learning styles, and challenges. Feeling safe and welcome at school has direct and measurable effects on students' academic

achievement; but how do we create loving spaces for learning? 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 the importance of building safe and loving spaces in schools; (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 safe, supportive, and inclusive schools, including the prevention of bullying and discrimination. 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 K-12 schools will be the central setting examined, course materials are also applicable to community-based settings and higher education.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	reflective writing
HGSE: Content	social justice
HGSE: Content	teacher preparation
HGSE: Content	adolescent development
HGSE: Content	bullying/discrimination
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	E&O Electives
HGSE: Competencies	manage classroom
HGSE: Content	relationships
HGSE: Competencies	design a school
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	peer learning
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	counseling
HGSE: Competencies	collaborate
HGSE: Pedagogy	project-based learning
HGSE: Content	advocacy
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Content	school reform
HGSE: Content	identity

Education H311 Section: 01

Issues of Diversity in Cross-Cultural Counseling and Advocacy (180509)

Josephine Kim

2025 Spring (4 Credits)

Schedule:

T 1000 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

25

This course is an exploration of the personal, social, political, affective, and behavioral considerations of diversity, inclusion, belonging, and equity. Multicultural competencies (awareness, knowledge, and skills) in counseling are emphasized as well as their relationship to advocacy and social justice. The course is designed to increase students' equity literacy and awareness of cultural identities and experiences and how overt and covert subscription to biases and stereotypes impact the ways in which one approaches counseling interactions with individuals who are different from them. The combination of lectures, panels, assignments, and small group discussions seeks to promote students' awareness of their own and others' life experiences and helps students to develop a deeper understanding of how sociopolitical and systemic factors affect ethnic and non-ethnic minority groups in the United States and beyond. This course is focused on -isms that have a direct impact on the helping relationship, and its content is relevant for any student who is interested in counseling, teaching, program and policy development, student support, and D& I work.

*This is a required course for school counseling licensure, and permission of instructor is required. Ed.M. and CAS students in the Counseling strand of HDE are given preference; students must petition to enroll and be approved by the instructor via my.harvard

*This course fulfills the Educational Equity and Opportunity elective requirement for M.Ed. students

Class Notes: There is an hour-long section that meets outside of class time. Time and day TBD.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	bullying/discrimination
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	ALL
HGSE: Content	civil rights
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	readings
HGSE: Content	culture
HGSE: Pedagogy	experiential learning
HGSE: Competencies	examine trends
HGSE: Content	identity
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	small-group discussion
HGSE: Content	counseling
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	peer learning
HGSE: Content	diversity equity inclusion
HGSE: Content	adolescent development
HGSE: Competencies	develop a curriculum
HGSE: Pedagogy	discussion sections
HGSE: Content	adult development
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	lecture
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	lead a counseling session
HGSE: Content	child development

Attribute	Value(s)
HGSE: Competencies	conduct an interview
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	E&O Electives
HGSE: Competencies	facilitate group process
HGSE: Content	mental health
HGSE: Content	social development

Education H319 Section: 01

Childhood Trauma: Promoting Healing, Resilience, and Hope in Schools (220792)

Vanja Pejic

2025 Spring (4 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The primary role of schools is to support students' learning and growth. Traumatic or adverse experiences can have a direct, immediate, and potentially overwhelming impact on children and youths' learning and development. Data suggests that, on average, every classroom has at least one student affected by trauma. Grounded within a socioecological framework, the first portion of the course explores the nature of childhood trauma by examining ways in which traumatic experiences impact neurobiological, developmental, and psychosocial processes on the growing child. Traumatic experiences are rooted within the social environment. The course considers ways in which various nested levels of ecologies (e.g., family, peers, school, neighborhood, socio-political structures, and cultural context) intersect and impact trauma response and resiliency. The latter half of the course examines school trauma informed principles and effective interventions using a multitiered system approach. Students will learn about school-wide policies and practices that foster healing and promote resilience across individual, interpersonal, and institutional sectors. Various group and individual trauma treatment modalities will be discussed to allow for students to have a foundational understanding of the school trauma treatment landscape through a culturally and developmentally attuned lens. The course will utilize lectures, case studies, discussions, and experiential activities to promote awareness, knowledge, and skills in school trauma informed practices that foster healing, promote resilience, and instill hope in children and youth impacted by trauma. Students interested in registering in the course must complete the Enrollment Survey prior to registration. This will allow the teaching team to better understand your learning needs and goals.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	ALL

Education H327 Section: 01

The Process of Counseling: Essential Skills, Techniques, and the Counselor (180516)

Josephine Kim

2024 Fall (4 Credits)

Schedule:

W 1000 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course explores the facilitation of counseling, from foundational skills and techniques to its purpose and

Preventative and Developmental Group Counseling presents approaches to group counseling and guidance primarily within the K-12 and college context with a focus on adolescents and young adults. The course will have a heavy emphasis on the application of group counseling concepts and the practice of leading a group session through an in class experiential group; participation is a requirement for the course. Upon completion of the course, students will be able to design and facilitate a counseling group that leads to therapeutic gains for group members. Students will be prepared to launch school- and community-based group counseling programs.

Permission of instructor required. Enrollment is limited. Required course for CAS in Counseling students in the (former) Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor; CAS in counseling students will be given priority. For all others, petition to enroll via my.harvard.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H341 Section: 01

Inventing the Future: Building Connections from School to Career (180521)

Cory Glover

2025 Spring (4 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

With growing attention to college- and career-ready practices and policies, educators are looking for new ways to equip students with the knowledge and skills to envision and successfully pursue future educational and career opportunities. However, what is often missing from current efforts is a clear understanding of the ways in which developmental processes influence career development and college readiness across the preK-16 pipeline. For example, how do young people form aspirations, persevere when they confront obstacles, or sustain a sense of hopefulness about their futures? This course has two goals: 1) to provide aspiring teachers, counselors, administrators, higher education staff, and researchers with an understanding of the developmental processes that shape how children, adolescents, and young adults approach their futures, and 2) to offer specific strategies for applying this developmental lens to the design of interventions and other efforts to promote academic and career success.

This course meets the career counseling course requirement for Massachusetts licensure in school social worker/school adjustment and school guidance counseling.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	build partnership
HGSE: Content	higher education
HGSE: Pedagogy	lecture
HGSE: Content	community
Blue Course Evaluations	ALL
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	motivation
HGSE: Content	coaching

Attribute	Value(s)
HGSE: Content	counseling
HGSE: Content	career development
HGSE: Content	developmental psychology
HGSE: Content	families
HGSE: Content	metacognition
HGSE: Content	adult development
HGSE: Content	social justice
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Competencies	develop a theory of action
HGSE: Content	higher-education access
HGSE: Competencies	engage families
HGSE: Content	identity
HGSE: Competencies	make a presentation
HGSE: Competencies	facilitate group process
HGSE: Content	diversity equity inclusion
HGSE: Competencies	practice equity and inclusion
HGSE: Content	psychology
HGSE: Competencies	design an intervention
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	nonprofits
HGSE: Competencies	write a literature review
HGSE: Content	student achievement
HGSE: Content	risk prevention/intervention
HGSE: Competencies	collaborate
HGSE: Content	out-of-school time

Education H360Y Section: 01

Early Childhood Proseminar (218838)

Hadas Eidelman

Stephanie Jones

2024 Fall (1 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This seminar is one required component for students in the Early Childhood Concentration. Students are required to attend the weekly meetings, which will take various formats, including the following:

- Invited speakers including early childhood professionals from research, practice, policy, law, and government who will present their work and engage in discussion/Q&A.
- EC Concentration faculty who will lead sessions related to their expertise.
- EC Concentrators who will have opportunities to design and lead sessions related to their interests.

Students will be asked to submit two reflections each semester for a total of four over the course of the year: (1) one specific to a presentation or other session of the seminar, and (2) one at the end of the semester reflecting on their learning overall. We will host a year-end event to celebrate and share accomplishments from the year.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education H361Y Section: 01

Early Childhood Proseminar (218839)

Hadas Eidelman

Stephanie Jones

2025 Spring (1 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This seminar is one required component for students in the Early Childhood Concentration. Students are required to attend the weekly meetings, which will take various formats, including the following:

- Invited speakers including early childhood professionals from research, practice, policy, law, and government who will present their work and engage in discussion/Q&A.
- EC Concentration faculty who will lead sessions related to their expertise.
- EC Concentrators who will have opportunities to design and lead sessions related to their interests.

Students will be asked to submit two reflections each semester for a total of four over the course of the year: (1) one specific to a presentation or other session of the seminar, and (2) one at the end of the semester reflecting on their learning overall. We will host a year-end event to celebrate and share accomplishments from the year.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Not Available for Cross Registration

Education H371 Section: 1

Theories and Methods of Child/Adolescent Cognitive and Psychological Assessment (180531)

Huan-Tang Lu

2025 Spring (4 Credits)

Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The purpose of this class is to introduce theoretical and measurement concepts of assessment of children and adolescents. Students will cultivate knowledge of state-of-the-art counseling assessments and procedures for testing and interpreting results. We will also explore the strengths and limitations of assessments and their responsiveness to diverse student populations in educational settings.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	assessment

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	conduct psychosocial interview
HGSE: Content	psychological testing
HGSE: Content	adolescent development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct a clinical case analysis
HGSE: Pedagogy	case-method learning
HGSE: Content	child development
HGSE: Competencies	administer an assessment
HGSE: Content	ethics

Education H382 Section: 01

The Challenges Kids Face: Developmental, Cultural, & Contextual Perspectives on Risk & Resilience (180544)

Huan-Tang Lu

2024 Fall (4 Credits)

Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This class will explore the various diagnostic categories that are frequently seen in youth. We will both respect and examine the tension between the utility and limitations of diagnostic categories in thinking about the challenges that youth face. We will work to expand the myopic tendency to label children's behavior and reduce complex phenomena into something simple and/or pathological. This class will push the participants to think about kids in a complex way by considering the subtle interplay of socio-economic, cultural, familial, and biological factors. A significant conceptual thread throughout the course will be the attention paid to the power of relationships infusing a child's life— both the productive and destructive potential of relationships will be investigated. This course meets the psychopathology requirement for licensure in Massachusetts as a School Adjustment counselor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	multimedia texts
HGSE: Content	mental health
HGSE: Competencies	write a research/analytic paper
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	think strategically
HGSE: Content	counseling
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	social development

Education H385AY Section: 01

Counseling Practicum: Reflection and Application in Practice (220669)

Jacqueline Zeller

2024 Fall (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Childhood Counseling Pre-Practicum and Practicum comprise a sequence of course work designed to give students a grounding in attachment and systems theories and their applications, which is fundamental to their practice-based experiences with children. This course is required of all first-year Human Development and Education Counseling Program students who are in childhood counseling placements. The course will focus on connecting theory to practice, specifically with regard to the development of students' professional competencies for counseling and prevention work at their practicum sites. The fall pre- practicum course prepares students for the second-semester practicum component by introducing professional competencies and theories necessary for practicing at their internship settings. In the first semester, emphasis is placed on individual, relational, and systemic perspectives. Relationships with developing children are explored through the contexts in which they are embedded, including classroom, school, family, cultural, and community contexts. This class will also periodically join with the adolescent class on topical subjects, including professional development topics that site supervisors will be invited to attend. Sections will provide a context for students to discuss and gain support for the unique developmental and contextual aspects of their practicum experiences. Sections will also serve as a supportive environment for students to discuss challenges, questions, and successes related to their practicum sites and course requirements.

Students may only enroll in this course if they intend to complete the yearlong practicum requirement and take the Childhood Practicum course. Successful completion of the performance standards in the pre-practicum course is required to continue practicum work in spring.

Prerequisites: Although not required, a background in child development and experience working with children and adolescents will strengthen students' understanding of course material and further support students during their transition into their practicum sites.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education H385BY Section: 01

Counseling Practicum: Reflection and Application in Practice (220670)

Huan-Tang Lu

2024 Fall (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. It provides the context for counseling students to discuss and gain support for their field-based practicum in schools, providing opportunity to further develop their professional identities and interests through 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-based sites. Assignments are designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Note: This course alone is not sufficient in preparing students to provide counseling. Students need to be enrolled in appropriate licensure programs and work under licensed supervisors to gain appropriate training to apply for required licensure/certification to practice counseling.

Permission of instructor is required. Enrollment is limited to (and required for) Ed.M. students in Human Development and Education enrolled in the school counseling or school adjustment counseling strand. Prerequisite: Students must be in a 16-hour-per-week supervised counseling practicum placement. Successfully meeting the performance standards in H-385BY is required to continue practicum work in H-386BY.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	field-based learning
HGSE: Content	emotional development
HGSE: Pedagogy	licensure practicum
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	child development
HGSE: Competencies	design an intervention
HGSE: Pedagogy	readings
HGSE: Competencies	build partnership
HGSE: Content	advocacy
HGSE: Content	decision-making
HGSE: Competencies	write a case study
HGSE: Pedagogy	internship
HGSE: Competencies	lead a counseling session
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	risk prevention/intervention
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	think strategically
HGSE: Content	counseling
HGSE: Competencies	collaborate
HGSE: Competencies	synthesize readings
HGSE: Competencies	conduct a clinical case analysis
HGSE: Pedagogy	reflective writing
HGSE: Content	social development
HGSE: Pedagogy	team-based learning
HGSE: Competencies	make a presentation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Content	diversity equity inclusion
HGSE: Content	adolescent development
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	school systems

Education H386AY Section: 01

Counseling Practicum: Reflection and Application in Practice (220671)

Jacqueline Zeller

2025 Spring (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course is required for all students participating in the Human Development and Education Counseling Program's childhood counseling practicum. Successful completion of Childhood Counseling Pre-Practicum is required to enroll in this course. This course will apply the theories explored in our Pre-Practicum course to practicing on site. Students will also learn skills to effectively partner and consult with important individuals in children's lives, including teachers and parents. This class will also periodically join with the adolescent class on topical subjects, including professional development topics that site supervisors will be invited to attend. Sections will serve as a supportive environment for students to discuss challenges, questions, and successes related to their practicum sites.

Assignments for this course will include journal entries and case studies, which aim to facilitate students' reflection of their practicum work and their application of coursework to their practicum experiences.

Prerequisites: Successful completion of Childhood Pre-Practicum class and pre-practicum training at placement site.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	ALL

Education H386BY Section: 01

Counseling Practicum: Reflection and Application in Practice (220672)

Huan-Tang Lu

2025 Spring (4 Credits)

Schedule:

T 0300 PM - 0545 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 counseling students to discuss and gain support for their field-based work 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-based sites. Assignments will be designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Note: This course alone is not sufficient in preparing students to provide counseling. Students need to be enrolled in appropriate licensure programs and work under their licensed supervisors to gain appropriate training to apply for required licensure/certification to practice counseling.

Permission of instructor is required. Enrollment is limited to, and required for, Ed.M. students in Human Development and Education enrolled in the school counseling or school adjustment counseling strand.

Prerequisite: Students must be in a 16-hour-per-week supervised counseling practicum placement.

Successfully meeting the performance standards in H-385BY is required to continue practicum work in H-386BY.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	internship
HGSE: Content	adolescent development
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	field-based learning
HGSE: Content	child development
HGSE: Pedagogy	licensure practicum
HGSE: Content	diversity equity inclusion
HGSE: Content	strategic planning
HGSE: Competencies	think strategically
HGSE: Pedagogy	readings
HGSE: Competencies	practice equity and inclusion
HGSE: Content	families
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	decision-making
Blue Course Evaluations	ALL
HGSE: Content	advocacy
HGSE: Competencies	lead a counseling session
HGSE: Pedagogy	peer learning
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	team-based learning
HGSE: Competencies	build partnership
HGSE: Pedagogy	case-method learning
HGSE: Content	counseling
HGSE: Content	emotional development
HGSE: Content	mental health
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	engage families
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Competencies	write a case study

Education H390AY Section: 1

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part I (203715)

Mandy Savitz-Romer

2024 Fall (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The course uses a combination of lecturettes, small and full group discussions, self-reflective inquiry, experiential learning and practice-based skill development to prepare students for a career in school-based counseling. In this course, we will consider the wide range of the school counselors' role to include advocacy, consultation, classroom lessons, collaboration/teaming, leadership, and counseling. We will also examine contemporary issues and educational reform efforts that affect the role of the school counselor and school adjustment counselor. The course aims to foster a professional counseling identity that incorporates cultural humility, social justice and anti-racist counseling practices. To accomplish this, the course invites students to examine individual professional goals and values, as well as the personal tendencies that block individual

growth.

The class is guided by four primary aims: 1) provide continued support for students engaging in school-based counseling fieldwork; 2) introduce students to the national standards that guide professional counseling; 3) equip students with a social justice framework to guide their professional practice and 4) present current approaches to evidence-based school-based counseling.

This course is taught in conjunction with the students' practicum placement in a school or therapeutic setting and leads to licensure in School Counseling or School Adjustment counseling in the state of MA. To meet state requirements, both Adjustment and School Counseling students will complete a minimum of 600 hours of student contact, training and supervision at their respective sites by the end of the academic year. Students' hours will include all activities that pertain to their site work such as note taking, direct service supports, and supervision

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.

Requirements: Must be a CAS Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Content	counseling
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	peer learning
HGSE: Competencies	write a case study
HGSE: Content	relationships
HGSE: Content	families
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	ethics
HGSE: Pedagogy	reflective writing
HGSE: Content	social development

Education H390BY Section: 1

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part II (203716)

Mandy Savitz-Romer

2025 Spring (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The course uses a combination of lecturettes, small and full group discussions, self-reflective inquiry, experiential learning and practice-based skill development to prepare students for a career in school-based counseling. In this course, we will consider the wide range of the school counselors' role to include advocacy, consultation, classroom lessons, collaboration/teaming, leadership, and counseling. We will also examine contemporary issues and educational reform efforts that affect the role of the school counselor and school adjustment counselor. The course aims to foster a professional counseling identity that incorporates cultural humility, social justice and anti-racist counseling practices. To accomplish this, the course invites students to examine individual professional goals and values, as well as the personal tendencies that block individual growth.

The class is guided by four primary aims: 1) provide continued support for students engaging in school-based counseling fieldwork; 2) introduce students to the national standards that guide professional counseling; 3) equip students with a social justice framework to guide their professional practice and 4) present current approaches to evidence-based school-based counseling.

This course is taught in conjunction with the students' practicum placement in a school or therapeutic setting and leads to licensure in School Counseling or School Adjustment counseling in the state of MA. To meet state requirements, both Adjustment and School Counseling students will complete a minimum of 600 hours of student contact, training and supervision at their respective sites by the end of the academic year. Students' hours will include all activities that pertain to their site work such as note taking, direct service supports, and supervision

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.

Requirements: Enrollment in this course requires completion of H390AY.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	relationships
HGSE: Competencies	lead a counseling session
HGSE: Content	social development
HGSE: Pedagogy	internship
HGSE: Competencies	write a case study
HGSE: Content	advocacy
HGSE: Competencies	make a presentation
HGSE: Content	families
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Content	counseling

Education H450 Section: 1

Neuroscience and Education: Foundations, Development, and Applications (224538)

Nadine Gaab

2024 Fall (4 Credits)

Schedule:

M 1000 AM - 1159 AM

Instructor Permissions: Instructor

Enrollment Cap:

20

Lottery-Based Enrollment The field of neuroscience can deliver a biological level of description to better understand how students learn. It can offer an alternative perspective on learning principles, skill development, and learning differences including their underlying etiologies. However, the role of this body of knowledge for developing pedagogical principles, interventions, or public policy, has been debated. Furthermore, this knowledge is often translated into educational contexts, inefficaciously leading to overgeneralizations, myths, and ineffective practices harming students.

In this course, students will be introduced to the brain's structure and function, how the brain changes over time, and the methods used to study the brain and its development and plasticity. Students will further identify and dispel common brain myths in educational contexts and learn to evaluate scientific evidence and approaches related to brain development and 'brain training' programs. Students will then learn about specific domains of development critical in educational contexts, including the acquisition of language,

reading and math skills, attention, emotions, social interactions, and how environmental factors can alter developmental trajectories.

Students will review both the typical developmental pattern experienced by most children and specific developmental differences and disabilities relevant in educational contexts. The course has a strong translational component and includes specific practical applications of the course content to challenges and demands in educational contexts and policy, which is reflected in the assessments. Class activities will consist of both synchronous and asynchronous learning activities led by the instructor.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning differences
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	small-group discussion
HGSE: Content	adolescent development
HGSE: Competencies	improve teaching practice
HGSE: Content	early childhood
HGSE: Competencies	develop research questions
HGSE: Competencies	debate
HGSE: Content	reading
HGSE: Content	psychology
HGSE: Content	neuroscience
HGSE: Content	developmental psychology
HGSE: Competencies	understand data
HGSE: Content	child development
HGSE: Content	research methods
HGSE: Content	disability/ableism
HGSE: Content	cognitive development

Education H509YA Section: 01

Immigration Initiative at Harvard Seminar (220684)

Carola Suarez-Orozco

2024 Fall (0 Credits)

Schedule:

T 1200 PM - 0130 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The Immigration Initiative at Harvard (IIH) fosters a community of scholars engaged in the exchange of research, ideas, and practices related to serving immigrant origin children, adolescents, and young adults. In this advanced seminar, doctoral students and post-doctoral fellows from within HGSE, FAS, and across Harvard will present ongoing works-in-progress to receive mentoring and professional development support as they develop their ideas and scholarship. In addition, participants in this year-long seminar will hear from

national and international guest speakers presenting their work around topics related to research, policy, and practice particularly focused on immigrant origin children and youth.

This seminar will be held jointly between the IIH community and the [Migration & Immigrant Incorporation Workshop in FAS](#). Members of the Harvard Migration and Immigrant Incorporation workshop share a common interest in international migration and the incorporation of immigrants into host societies including questions of race and the integration of the second generation (the children of immigrants). While the majority of participants focus on the United States, the workshop includes and is open to researchers studying other immigrant-receiving countries. The primary purpose of the workshop is to circulate works-in-progress to elicit feedback and suggestions for improving scholarly work such as dissertation chapters or proposals, journal article submissions, interview schedules, and conference papers.

This is a Year Long course, students need to take part A and B in order to earn 2 credits, please note that part A carries 0 credits and part B carries 2 credits

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze arguments
HGSE: Content	child development
HGSE: Competencies	make a presentation
HGSE: Content	adolescent development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Content	immigration
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H509YB Section: 01

Immigration Initiative at Harvard Seminar (220814)

Carola Suarez-Orozco

2025 Spring (2 Credits)

Schedule:

T 1200 PM - 0130 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The Immigration Initiative at Harvard (IIH) fosters a community of scholars engaged in the exchange of research, ideas, and practices related to serving immigrant origin children, adolescents, and young adults. In this advanced seminar, doctoral students and post-doctoral fellows from within HGSE, FAS, and across

Harvard will present ongoing works-in-progress to receive mentoring and professional development support as they develop their ideas and scholarship. In addition, participants in this year-long seminar will hear from national and international guest speakers presenting their work around topics related to research, policy, and practice particularly focused on immigrant origin children and youth.

This seminar will be held jointly between the IIH community and the [Migration & Immigrant Incorporation Workshop in FAS](#). Members of the Harvard Migration and Immigrant Incorporation workshop share a common interest in international migration and the incorporation of immigrants into host societies including questions of race and the integration of the second generation (the children of immigrants). While the majority of participants focus on the United States, the workshop includes and is open to researchers studying other immigrant-receiving countries. The primary purpose of the workshop is to circulate works-in-progress to elicit feedback and suggestions for improving scholarly work such as dissertation chapters or proposals, journal article submissions, interview schedules, and conference papers.

This is a Year Long course, students need to take part A and B in order to earn 2 credits, please note that part A carries 0 credits and part B carries 2 credits

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Content	culture
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	diversity equity inclusion
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	peer learning
Blue Course Evaluations	ALL
HGSE: Content	developmental psychology
HGSE: Competencies	practice equity and inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	immigration
HGSE: Competencies	develop a theory of action

Education H513 Section: 1

Immigrant Children & Youth (220685)

Carola Suarez-Orozco

2025 Spring (4 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Lottery-Based Enrollment In this course, we will examine the immigrant origin child and youth experience through intersecting and interdisciplinary lenses. Over one quarter of students in the U.S. have immigrant parents. The goal of the course is to unpack what about the immigrant experience matters for child and youth development with a focus on the implications for their educational experiences and pathways. The course takes an ecological and risk and resilience framework. Topics to be covered will include: immigrant

family dynamics; belonging and exclusion; acculturation and identity; undocumented and mixed-status implications for development, language development; assessment; among others. Throughout the course, we will consider practice, research, and policy implications.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social contexts
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	E&O Electives
HGSE: Limited Enrollment	XREG Allowed

Education H606 Section: 01

Mindfulness for Inner Strengths and Healing the Impacts of Injustice (203558)

Metta McGarvey

2025 Spring (4 Credits)

Schedule:

TR 0830 AM - 1015 AM

Instructor Permissions: Instructor

Enrollment Cap:

32

This course introduces mindful practices to enhance adult personal and professional development by building inner strengths to enhance awareness, communication, and our ability to act skillfully and support healing in challenging relational, social, and power dynamics. First, we strengthen our ability to be more fully present and savor the joys of daily life in the midst of difficulties: to manage stress and deepen well-being and resilience; develop calm, clarity, and stability in the mind; and enhance positive qualities such as gratitude and compassion for ourselves and others. Then we work consciously with unhelpful habits of thought and behavior, especially those that perpetuate personal suffering and systemic injustices by mindfully exploring emotional reactivity, biases and interpretations, and enhancing self-care. We then apply our skills to deepen our understanding of protection and harm in social power dynamics in our home countries and contexts, skillful communication across differences, and practices that support healing from the impacts of injustice from our varied identity locations. The course integrates an intellectual and experiential understanding through regular mindfulness practice together with readings, discussions, a practice buddy, and meetings with teaching staff. Assignments put your learning into practice by crafting experiments with a challenging relationship, and a healing activity of your choosing that engages differences or power and position. By applying mindfulness in action—in your work as educators and mentors, your relationships, and your community and civic activities—we aspire to empower you to better handle the challenges you encounter, be more fully the person you aspire to be, and be more effective in all of your commitments in life by being mindfully present with clarity, warmth, and equanimity.

Note: This course fulfills the elective requirement of the Equity & Opportunity Foundations

experience and the HDE master's program requirement for a 4-credit course in Human Development.

Class Notes:

Please submit a comment with your petition to tell us a few words about yourself, your interest in our course, and whether it's a high priority or would fulfill a program requirement for you.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	mindfulness
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	arts
HGSE: Content	group dynamics
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	civic engagement
HGSE: Content	higher education
HGSE: Content	social justice
HGSE: Content	diversity equity inclusion
HGSE: Content	race/ethnicity
HGSE: Content	social development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	readings
HGSE: Content	neuroscience
HGSE: Content	relationships
HGSE: Pedagogy	peer learning
HGSE: Content	community
HGSE: Content	cognitive development
HGSE: Content	teachers
HGSE: Competencies	E&O Electives
HGSE: Content	identity
HGSE: Content	emotional development
HGSE: Content	learning and teaching
HGSE: Pedagogy	experiential learning
HGSE: Content	lgbtq
HGSE: Pedagogy	reflective writing
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	developmental psychology
HGSE: Content	adult development
HGSE: Content	mental health
HGSE: Content	leadership
HGSE: Content	professional development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	psychology
HGSE: Content	social contexts
HGSE: Competencies	engage families
HGSE: Competencies	synthesize readings
HGSE: Content	gender
HGSE: Competencies	analyze arguments
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	build partnership
HGSE: Competencies	collaborate

Education H610L Section: 1

Parenting and Child Development across Cultures (216695)

Sandra El Hadi

2024 Fall (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

The purpose of this course is to consider the ways in which culture shapes parenting and child development. The vast majority of research on child development comes from Western societies, yet by examining children and families in diverse cultures we can gain a greater understanding of (1) the sources and extent of variation in parenting beliefs and practices; and (2) the consequences of cultural differences in child rearing on children's development.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Content	language and literacy
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Content	early childhood
HGSE: Competencies	write a research proposal
HGSE: Content	child development
HGSE: Content	psychology
HGSE: Competencies	debate
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	lecture
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Content	parenting
HGSE: Competencies	design an intervention
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	E&O Electives
HGSE: Content	culture

Education H610T Section: 1

Who am I? Becoming a self-reflective educator through Zen and psychology (205891)

Liao Cheng

2025 Spring (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

What we see is shaped by how we look, and rarely do we look with innocent eyes. Despite our effort to understand the world objectively, our views are constructed with and limited by our often-hidden preconceptions and motivations. This course aims at helping students to reflect on and examine the hidden forces that shape our values, decisions, and actions in order to achieve transformative growth.

To achieve this goal, this course adopts a cross-cultural approach that contrasts and connects Western and East Asian perspectives on understanding the mind. Specifically, the course draws lessons from psychology research – which provides scientific theories and evidence regarding psychological phenomena and mechanisms – and Zen philosophy – which provides holistic and experiential insights into the nature of the mind and emphasizes self-reflection and self-realization.

In this course, students will read classic texts and scholarly writings on Zen, examine cases of prominent Zen teachers, analyze relevant psychological findings, participate in interactive lectures and class discussions,

and complete reflective exercises.

The overarching goal of this course is to help students become more self-reflective and autonomous in tackling challenges as educators, leaders, and/or researchers. Students are expected to meet three learning objectives by the end of this course:

- (1) understanding the landscape of the inner world and the processes of self-reflection,
- (2) developing systematic and practical skills of self-reflection, and
- (3) apply the skills to tackling professional and personal challenges.

This course is open to all students and requires no prerequisites. We welcome and encourage students from all backgrounds to enroll and bring their experiences and perspectives.

You may find this course particularly beneficial if you are interested in understanding the self from a cross-cultural and interdisciplinary perspective, engaging in self-reflection, or supporting others' self-reflection.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	culture
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	innovation
HGSE: Content	motivation
HGSE: Content	adult development
HGSE: Content	psychology
HGSE: Pedagogy	reflective writing
HGSE: Content	identity
HGSE: Content	career development
HGSE: Pedagogy	case-method learning
HGSE: Content	leadership
HGSE: Pedagogy	socratic discussion
HGSE: Content	metacognition

Education H611 Section: 01

Becoming a Good Person and Leading a Good Life (180651)

Richard Weissbourd

2025 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

How do we raise children to become good people and lead good lives? This course explores these questions. We'll focus on four main pillars of a good life—morality, love, hope, and purpose—and on the capacities children need to develop to be moral, to engage in gratifying, ethical romantic relationships and to find hope and purpose. How do we develop in children and teens the capacities, for example, to be caring, justice-minded and courageous? How do we develop in them the capacity to love in ways that nurture and expand both those they love and themselves? How do we help them develop the capacity for hope that is grounded in hard realities—what Duncan Andrade calls "critical hope"? How do we help them develop the capacities to find, if not a single purpose, goals that are energizing, organizing and meaningful? We will analyze how school and home environments, as well as major societal trends, are shaping the development of these

capacities, and explore concrete school and home-based strategies for cultivating these capacities in children. We'll also explore the challenges and opportunities in cultivating these capacities in children in these anxious, uncertain times. The course seeks to deepen students' understanding of morality, love, hope and purpose and to provide ideas and tools for developing these capacities in children and young people.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	families
HGSE: Content	emotional development
HGSE: Content	adolescent development
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	engage families
HGSE: Content	relationships
HGSE: Content	parenting
HGSE: Content	child development
HGSE: Content	lgbtq
HGSE: Pedagogy	discussion sections
HGSE: Content	values
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social contexts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	bullying/discrimination
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Content	social justice
HGSE: Content	social development
HGSE: Content	ethics
Blue Course Evaluations	ALL

Education H611 Section: 02

Becoming a Good Person and Leading a Good Life (180651)

Richard Weissbourd

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

How do we raise children to become good people and lead good lives? This course explores these questions. We'll focus on four main pillars of a good life—morality, love, hope, and purpose—and on the capacities children need to develop to be moral, to engage in gratifying, ethical romantic relationships and to find hope and purpose. How do we develop in children and teens the capacities, for example, to be caring, justice-minded and courageous? How do we develop in them the capacity to love in ways that nurture and expand both those they love and themselves? How do we help them develop the capacity for hope that is grounded in hard realities—what Duncan Andrade calls "critical hope"? How do we help them develop the capacities to

find, if not a single purpose, goals that are energizing, organizing and meaningful? We will analyze how school and home environments, as well as major societal trends, are shaping the development of these capacities, and explore concrete school and home-based strategies for cultivating these capacities in children. We'll also explore the challenges and opportunities in cultivating these capacities in children in these anxious, uncertain times. The course seeks to deepen students' understanding of morality, love, hope and purpose and to provide ideas and tools for developing these capacities in children and young people.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	parenting
HGSE: Content	families
Blue Course Evaluations	ALL
HGSE: Pedagogy	discussion sections
HGSE: Content	child development
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
HGSE: Content	social contexts
HGSE: Competencies	engage families
HGSE: Content	social justice
HGSE: Content	relationships
HGSE: Content	lgbtq
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	emotional development
HGSE: Competencies	practice equity and inclusion
HGSE: Content	bullying/discrimination
HGSE: Pedagogy	small-group discussion
HGSE: Content	social development
HGSE: Content	values
HGSE: Content	ethics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	simulation/role play
HGSE: Content	adolescent development

Education H617 Section: 1

Self-Care and Wellness for Educators, Practitioners, and Schools (216775)

Jacqueline Zeller

2024 Fall (4 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course will focus on the importance of self-care and wellness for educators, educational leaders, student-support staff, counselors, and other practice-based professionals. The course will examine literature on wellness and self-care, links to professional ethics, the connections between self-care and effectiveness in one's professional roles, and practices to support wellness and self-care. The class will also explore ways to encourage wellness/self-care in school settings. Assignments will include developing activities related to self-

care and promoting wellness. Guest speakers will illustrate how self-care/wellness practices are encouraged in real-world settings. This course counts as an HDE requirement and an Education Secondary Concentration requirement.

Enrollment procedure will be posted on the course website and includes submitting an interest form by stated deadline on website to be considered for enrollment. (Please note that this class is solely informational/educational in nature and is not meant to treat, diagnosis, or provide professional care of any kind.)

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	readings
HGSE: Content	professional development
HGSE: Content	mindfulness
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	small-group discussion
HGSE: Content	career development
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation

Education H619 Section: 01

Identity, Power, Justice and Education: Core Convenings (220842)

Gretchen Brion-Meisels

Aaliyah El-Amin

2024 Fall (2 Credits)

Schedule:

M 0430 PM - 0715 PM

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

The Identity, Power, and Justice in Education (IPJE) Concentration aims to support students across programs who want to leverage their time at HGSE to gain knowledge and skills to disrupt oppressive structures, disrupt oppressive structures and imagine or recreate more liberatory spaces for learning. In service of this goal, each IPJE community member will be asked to map and document their learning across five domains: know and love self; know and love others; commit to historical and structural analysis; interrupt, innovate, imagine; and be love. These domains -- rooted in Critical Theory and Critical Pedagogy -- reflect core concepts that undergird justice-based work across the globe.

The IPJE convening is one of the requirements for the Identity, Power, Justice, and Education concentration. The core convening seeks to meet three specific objectives: (1) to provide a space for students in the concentration to reflect on the role of the core concepts above in critically-oriented social justice work, (2) to help IPJE concentrators build relationships with each other through their commitment to centering social justice in their present and future work, and (3) to provide space for peer learning and teaching, reflection, and community accountability to our shared commitments. Each month, we will focus on one core concept from our guiding frameworks: Identity (Know & Love Yourself, Know Others), Power (Historical and Structural

Analysis) and Justice (Interrupt, Innovate, Imagine & Be Love).

For each concept, we come together as a whole group to investigate and explore the concept, as well as in small groups to discuss the readings and apply the ideas to our own work.

The IPJE convening will meet in the Fall on Mondays from 4:30-7:15pm, and Wednesdays from 12-1:15pm. (NOTE: We will not meet every week; a schedule of meetings dates will be added to this description in August.) This time will include a mix of large and small group meetings, interacting with texts, attending events, and personal reflection. IPJE community members should also expect to spend 2-3 hours per week on asynchronous work related to the core convenings. This convening is only open to students who have declared the IPJE concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	build partnership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	community
HGSE: Content	civil rights
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	identity
HGSE: Pedagogy	reflective writing
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Content	advocacy
HGSE: Competencies	collaborate
HGSE: Content	relationships
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	social justice
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	practice equity and inclusion
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	critical theory
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	lecture

Education H622 Section: 1

On Finding Meaning and Purpose (223870)

Richard Weissbourd

2024 Fall (1 Credits)

Schedule:

TR 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

Why do so many adolescents and young people in the United States report lacking meaning and purpose in life? How might families, schools and various community institutions help teens and young adults cultivate a greater sense of meaning and, if not a single purpose, energizing goals and direction? What, in the end, makes a life meaningful and purposeful, and what are some key differences in the ways people conceptualize meaning and purpose? This reading group will explore these questions. Students will draw on various disciplines-- e.g., psychology, sociology, philosophy-- as well as various genres-- e.g., academic articles, short stories, poetry, film clips-- in considering these questions. The instructor will share readings

and facilitate discussions but mainly students will facilitate discussions on readings they select.. Class enrollment will be limited to 15. Permission of the instructor is required.

Class Notes: Petition instructions can be found on the course website. Petitions will be reviewed through October 15 after which the petition process will be closed.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education H625 Section: 1

Sexuality in Schools (223912)

Shafia Zaloom

2025 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 1200 PM

F 0100 PM - 0400 PM

Instructor Permissions: None

Enrollment Cap:

n/a

How might care-taking adults in educational spaces address sexuality, including gender, when it occurs in various school contexts? What are our responsibilities as practitioners to serve as advocates for young people as they discover and embrace their identity? How might teachers and administrators engage in dialogue that guides young people towards authentic connection and healthy relationships when they haven't received healthy sexuality and relationship education themselves? The purpose of this course is to provide current, relevant information and best practices for navigating the tricky terrain of sexuality in schools. Students will consider legal responsibilities, theoretical frameworks, policies, politics, and pedagogy for cultivating healthy sexuality, relationships, and sexual citizenship within educational spaces, and how to address and access resources to prevent sexual violence. We will examine how this varies within the U.S. and additional countries, manifests in public, parochial, and independent schools, and presents across human developmental stages. Content of the course will include guest practitioner presentations, small and large group discussion, ethical quandary, and collaborative case study analysis and decision making. All activities will develop knowledge of inclusive and affirming language related to sexual identities, as well as competencies in strategic questioning and problem solving skills, concrete strategies for addressing sexuality in classroom and non-academic settings, as well as the capacity to advocate for and implement systems that affirm and empower young people in our communities.

Logistics: No prerequisites. Open enrollment, including cross-registration at Harvard. Satisfactory/no credit only. This course is recommended for students who want to extend their practice to include individual and community health from a holistic perspective. The course is not appropriate for folks who seek to study an isolated facet of community like legal exposure related to sexual violence.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	values
HGSE: Competencies	think strategically
HGSE: Pedagogy	experiential learning
HGSE: Content	nonprofits
HGSE: Content	identity
HGSE: Competencies	leadership
HGSE: Content	relationships
HGSE: Content	learning and teaching
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	community
HGSE: Content	parenting
HGSE: Content	social contexts
HGSE: Competencies	manage classroom
HGSE: Competencies	collaborate
HGSE: Content	organizations

Education H725 Section: 1

Literacy and Languages: Conversations about Literacy (225744)

Pamela Mason

Catherine Snow

2024 Fall (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Literacy and Languages: Conversations about Literacy serves as the core weekly meeting period for the Literacy and Languages concentration, scheduled during the Wednesday Concentration Time block. Students will engage with researchers, practitioners, and authors who will share their ongoing work in literacy and language, nationally and internationally, with opportunities to interact with faculty and peers from other concentrations. These sessions will include being in conversation with many forms of literacy, such as representational art, historical sites, and graphics. Students must attend a minimum of four sessions per semester to fulfill the course requirement.

Additional Course Attributes:

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

Education H725BY Section: 1

Literacy and Languages: Conversations about Literacy. (226173)

Pamela Mason

Catherine Snow

2025 Spring (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Literacy and Languages: Conversations about Literacy serves as the core weekly meeting period for the Literacy and Languages concentration, scheduled during the Wednesday Concentration Time block. Students will engage with researchers, practitioners, and authors who will share their ongoing work in literacy and language, nationally and internationally, with opportunities to interact with faculty and peers from other concentrations. These sessions will include being in conversation with many forms of literacy, such as representational art, historical sites, and graphics. Students must attend a minimum of four sessions per semester to fulfill the course requirement.

Additional Course Attributes:

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

Education H801 Section: 1

Literacy Assessment and Intervention Practicum (180713)

Pamela Mason

2024 Fall (4 Credits)

Schedule:

TR 1200 PM - 0115 PM

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, taking a culturally sustaining stance. In this course, each student, paired with an elementary school-aged learner, will learn how to administer and interpret a battery of literacy assessments and then design an intervention plan for the learner. The course will connect research, theory, and practice through course readings, intervention work, 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. Each student will be supported by a Reading Specialist/Literacy Coach mentor at their assigned school site and will be observed by the teaching team and the mentor. The Standards for Reading Professionals of the International Literacy Association serve as the guiding principles for this course.

Prerequisites: teaching experience at the elementary, middle, or high school level.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	administer an assessment
HGSE: Pedagogy	field-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze student data
HGSE: Content	curriculum development
HGSE: Content	teacher preparation

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	small-group discussion

Education H804 Section: 01

H804: Reimagining K-12 Writing Pedagogy for Equity and Social Justice (180715)

Cami Condie

2025 Spring (4 Credits)

Schedule:

R 0430 PM - 0715 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 in written form and continuing through the high school years, with an equity and social justice lens. We will consider the multiple linguistic, pragmatic, cognitive, and technical challenges that students come to address with increasing sophistication across their development and how to support marginalized populations' writing opportunities in the United States and in international settings. Topics include connections between oral and written communication, orthography-specific representational demands, the addressing of audience needs, acquisition and implementation of genre-specific knowledge, challenging norms of dominant writing discourse, expanding writing in digital spaces, centering multilingual learners' translanguaging, coaching writing instruction, equitable assessment, and the interplay between cognition, analysis, and writing. Class format will be a combination of lecture, discussion, and case studies (e.g., analysis of writing samples), emphasizing connections among theory, assessment, and instructional approaches to writing.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze student data
HGSE: Pedagogy	project-based learning
HGSE: Content	pedagogy
HGSE: Content	child development
Blue Course Evaluations	ALL
HGSE: Content	learning and teaching
HGSE: Competencies	leadership
HGSE: Content	reading
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Competencies	synthesize readings
HGSE: Content	language and literacy
HGSE: Competencies	deliver instruction
HGSE: Competencies	practice equity and inclusion
HGSE: Content	culture
HGSE: Competencies	develop curriculum
HGSE: Content	cognitive development
HGSE: Pedagogy	team-based learning
HGSE: Content	adolescent development
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing

Education H810H Section: 01

Literacy Leadership through Coaching: Building Teacher Capacity, PK-12 (180723)

Pamela Mason

2025 Spring (2 Credits)

Schedule:

MW 0430 PM - 0545 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Literacy coaching is an integral part of leading teachers to implement effective instructional practices for learners across age/grade levels. At the preschool level, coaches model effective teacher moves and implementation of curricula that result in positive early literacy learning. At the elementary level literacy coaches collaborate with teachers to differentiate literacy instruction to meet the strengths and challenges of their learners. At the secondary level, literacy coaches foster an appreciation of the literacy demands in the disciplines and provide teachers with the skills to help their learners access their content. Literacy coaching also has been effectively implemented in low/middle income countries (the Global South) to provide pedagogical and content knowledge for early grade and elementary teachers, building human capital.

This module provides participants with an overview of literacy coaching across grade levels (K-12) and school contexts. Research, theory, and practice addressed in the module will focus on the intersection of the following fields: transformational change, culturally sustaining pedagogy, adult development, professional learning, and school improvement. In a workshop format, participants will address the module's overarching questions: What does literacy coaching look like across grade levels, coaching models, and school contexts? Which coaching practices do teachers, coaches, and researchers find effective? How does coaching facilitate school improvement efforts? The module's weekly activities and final assignment have been specifically

designed to allow those interested in literacy education, professional learning, and school improvement to pursue their academic interests as related to current literacy coaching research and practice. This module is appropriate for master's and doctoral students wanting to learn more about the theory and practices enacted in coaching models to strengthen teachers' literacy instruction (K-12). Teaching experience is recommended but not required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adult development
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	student achievement
HGSE: Pedagogy	team-based learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	reflective writing
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Content	group dynamics
HGSE: Content	reading
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	school reform
HGSE: Content	teacher preparation
HGSE: Pedagogy	guest speaker(s)

Education H811F Section: 01

Language and Literacy Development Series: From Language to Literacy (216481)

Catherine Snow

2024 Fall (2 Credits)

Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Students in this course will learn about children's development of oral language and of early literacy skills, and about parallels and differences in the two developmental trajectories. Students will be exposed to research on the major domains of development in oral language (pragmatics, phonology, vocabulary, grammar, and extended discourse), with attention to the following questions: Is skill in this domain 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 participate actively in class discussions and activities; including writing reactions to the readings, writing a short essay integrating material from readings and lectures, and engaging in a group project. Class format will be a combination of brief lectures, hands-on analysis of children's oral/written production or other activities, small- and large-group discussion, and student led presentations.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social contexts
HGSE: Content	cognitive development
HGSE: Content	child development
HGSE: Pedagogy	lecture
HGSE: Content	developmental psychology
HGSE: Competencies	debate
HGSE: Content	parenting
HGSE: Pedagogy	project-based learning
HGSE: Content	early childhood
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	readings
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Pedagogy	small-group discussion
HGSE: Content	language and literacy
HGSE: Competencies	design an intervention
HGSE: Content	linguistic diversity

Education H811G Section: 01

Language & Literacy Dev. Series: Reading Dev. and Instruction from a Strengths-based Perspective (216482)

Pamela Mason

2024 Fall (2 Credits)

Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This module is the second in the Language and Literacy Development series. Learning to read is a complex process in which the symbolic code becomes associated with meaning(s). The process of learning to read is influenced by a reader's oral language, their cultural capital, their funds of knowledge, and the sociocultural and sociopolitical context in which literacy is taught. Reading Development and Instruction from a Strengths-based Perspective focuses on literacy acquisition as a developmental process and on effective methods of applying research to practice. We will address the influences of language background, ethnicity, and class on reading development. The format of the course will be a combination of lectures, in-class activities, and asynchronous discussion boards, designed to create an understanding of the complex process of learning to read. Topics will include (but are not limited to) the sociocultural factors in learning to read, the history and perspectives on learning to read, the science of reading, and the developmental stages of reading (K-12). The assignments will offer you an opportunity to apply the theoretical concepts of literacy acquisition to your own experiences. You will select an instructional program and evaluate its use for a particular type of learner, such as multilingual learner, learners with identified special needs, a typically developing reader within a specific grade span.

Teaching experience is recommended, but not required. This course is open to all HGSE students, as well as cross registrants. Literacy and Languages concentrators must take three of the four modules in this series.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	classroom instruction
HGSE: Content	curriculum development
HGSE: Pedagogy	small-group discussion
HGSE: Content	cognitive development
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	peer learning
HGSE: Content	language and literacy
HGSE: Competencies	deliver instruction
HGSE: Content	linguistic diversity
HGSE: Competencies	make a presentation
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H811H Section: 01

Language & Literacy Development Series: Reading to Learn: Socialization, Language & Deep Comprehension (216483)

Paola Ucelli

2025 Spring (2 Credits)

Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: None

Enrollment Cap:

n/a

In today's world, 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 rapidly changing societies. 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. Beyond word reading ability, socio-cognitive skills, language enculturation, 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 students (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 practices to support reading to learn at school; and (4) critique and design reading-to-learn educational and/or research initiatives.

No prerequisites. This course is open to all HGSE students, but Language and Literacy candidates must take three of the four modules in this series.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	assess cognitive challenges
HGSE: Competencies	practice equity and inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments

Attribute	Value(s)
HGSE: Content	adolescent development
HGSE: Competencies	make a presentation
HGSE: Competencies	design a lesson
HGSE: Content	teaching for understanding

Education H811J Section: 01

Language and Literacy Development Series: Adolescent Literacy Development and Instruction (216171)

Catherine Snow

2025 Spring (2 Credits)

Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Though literacy instruction moves into the background after the early elementary years, in fact there is lots left to learn and to teach in the middle and high school years about reading, writing, literate forms of language use, and content-area specific literate genres. The unfinished task of literacy development is a challenge or teachers, school and district leaders, and policy makers who assume that literacy learning is no longer a concern. But many questions remain, e.g. How do literacy skills interact with content learning? What is the normal course of students' literacy development after Grade 4, and what constitutes a worrying trajectory? What do teachers, especially content area teachers in middle and secondary schools, need to know about literacy in order to support students adequately? What classroom resources--curriculum, interventions, technology--have been shown to support students' ongoing development of literacy skills after Grade 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? The activities of the course can be adjusted, after enrollments are known, to a greater focus on either the research basis for decision making around adolescent literacy or on the practices that have been shown to be successful, though both will be addressed in any case.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	ALL
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	language and literacy
HGSE: Pedagogy	small-group discussion
HGSE: Content	curriculum development
HGSE: Pedagogy	lecture
HGSE: Competencies	improve teaching practice
HGSE: Competencies	analyze arguments
HGSE: Competencies	debate
HGSE: Content	adolescent development
HGSE: Content	classroom instruction

Education H813 Section: 1

Bilingual Learners: Literacy Development and Instruction (216679)

Paola Ucelli

2024 Fall (4 Credits)

Schedule:

R 0430 PM - 0600 PM

R 0610 PM - 0700 PM

Instructor Permissions: None

Enrollment Cap: n/a

Designed for researchers and practitioners, this course focuses on the pressing issues related to bilingual students' language and literacy instruction, as well as policies guiding language and education at school. The term "bilingual" in this course is used to refer to students who have diverse and unequal experiences in more than one language, with a focus on those 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 and educational theory and research to explore societal factors related to language, literacy, and academic achievement in the United States and in various international contexts. Together, we will examine questions related to the many modes of being bilingual/multilingual, the role of languages in society, and the impact of educational resources and policies on bilingual populations. The aims of this course are to investigate and understand how sociocultural contexts affect bilingual students' learning and identities, why literacy plays a crucial role in academic achievement, and which instructional implications are supported by the latest research with bilingual learners. The ultimate goal is to prepare students to contribute to the field in research-informed, yet innovative, ways. This course is intended for students who anticipate working with linguistically diverse populations as practitioners, curriculum designers, educational leaders, policymakers, or researchers.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a grant proposal
HGSE: Pedagogy	research project
HGSE: Content	teacher preparation
HGSE: Competencies	synthesize readings
HGSE: Content	student achievement
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	project-based learning
HGSE: Competencies	E&O Electives
HGSE: Content	classroom instruction
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	deliver instruction
HGSE: Content	community
HGSE: Pedagogy	discussion sections

Education H860 Section: 01

Unlocking Potential: Improving Outcomes for Students with Reading Difficulties (180761)

Phil Capin

2025 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

Many children have difficulty learning to read proficiently. This course will explore the sources and mechanisms of reading difficulties, considering learning differences and disabilities as well as the sociocultural context. We will also examine evidence-based practices for preventing and ameliorating

reading difficulties in school-age children. The course will address cognitive processes that underlie reading difficulties, as well as socioemotional domains that co-develop with reading acquisition. We will consider reading challenges using a strengths-based approach that privileges access to complex academic tasks alongside their grade-level peers and attends to the sociocultural contexts in which reading development occurs. Our focus will be on the United States context, with options for course members to explore reading from international perspectives. The course will emphasize practical applications of research evidence to support all readers, from the perspectives of educators of school-age students with reading challenges, school- and district-level administrators, and policy makers. In so doing, we will address common myths and misconceptions about dyslexia, supports for culturally and linguistically diverse students to leverage their funds of knowledge during reading tasks, the co-occurrence of other academic challenges (e.g., ADHD, math disability, etc.), and school-level policies that can optimize reading outcomes for all children. Doctoral and master's level students are welcome (undergraduates with permission).

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	analyze arguments
HGSE: Content	reading
HGSE: Competencies	practice equity and inclusion
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	research project
HGSE: Competencies	write a literature review
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	classroom instruction
HGSE: Competencies	make a presentation
HGSE: Pedagogy	readings
HGSE: Competencies	synthesize readings
HGSE: Content	learning differences

Education HPL101 Section: 1

How People Learn (216118)

Matthew Miller

Eric Soto-Shed

Elizabeth Bonawitz

Jessica Fei

2025 Summer (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

How People Learn (HPL) is designed to help you develop a flexible, foundational understanding of how people develop over the lifespan; how people learn; and how educators might successfully design, lead, and create systems to support others' learning and growth. In HPL, you will become familiar with current research and practice on human learning and development and use core concepts to analyze real educational initiatives around the world through HPL's in-depth, media-rich "Field Studies." You will grapple with problems of practice that educators in varied roles are confronting—the kinds of dilemmas that you will face in your career in education. You will have opportunities to personalize your learning experience by choosing to focus on materials and problems tied to your professional interests and aspirations, selecting

which areas to explore in depth, engaging with your peers in discussion, and crafting your own proposed design for a learning experience or initiative grounded in course concepts. The course allows for flexible asynchronous progress but features numerous optional opportunities for live, synchronous engagement with the teaching team and peers. HPL is four credits and takes place June 1 to July 17.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	HPL
All: Cross Reg Availability	Not Available for Cross Registration

Education HT107 Section: 01

Topics in Educational Psychology (180782)

Jon Star

2025 Spring (4 Credits)

Schedule:

MTWRF 0100 PM - 0400 PM

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 course begins with an exploration of theories of learning, including behaviorist, cognitivist, and situated perspectives. This is followed by a deep dive into motivational constructs such as self-efficacy, goal orientation, and self-determination theory. The course concludes with an examination of additional, selected topics from educational psychology that may include individual differences, gifted/talented education, ADHD, learning styles, and international/cultural differences in learning and teaching. Course readings will be grounded in theoretical and empirical literature related to theories of learning and motivation. Application of theory, including case studies, will be foundational to class sessions, as a way to ground our discussion of theory and research. 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, as well as for those who have previously taken HGSE's How People Learn module.

Class Notes:

The add/drop/grading basis change deadline for this course is Wednesday, January 8th at 12:00pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	pedagogy
HGSE: Content	curriculum development
HGSE: Pedagogy	small-group discussion
HGSE: Content	cognitive development
HGSE: Pedagogy	team-based learning
HGSE: Content	social development
HGSE: Pedagogy	multimedia projects
All: Cross Reg Availability	Available for Harvard Cross Registration

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Content	learning differences
HGSE: Competencies	write a case study
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	socratic discussion
HGSE: Content	classroom instruction
HGSE: Content	adolescent development
HGSE: Content	metacognition
HGSE: Competencies	collaborate
HGSE: Competencies	analyze arguments
HGSE: Competencies	engage in difficult conversations
HGSE: Content	teachers
HGSE: Competencies	make a presentation
HGSE: Competencies	debate
HGSE: Pedagogy	peer learning
HGSE: Content	early childhood
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a policy memo
HGSE: Content	psychology
HGSE: Content	motivation
HGSE: Content	child development
HGSE: Pedagogy	lecture

Education HT123 Section: 01

Informal Learning for Children (180784)

Joe Blatt

2025 Spring (4 Credits)

Schedule:

MTWRF 1000 AM - 0600 PM

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 for learning, the most powerful and successful intervention ever devised is Sesame Street. You will have the opportunity in this course to work with researchers, creative talent, and senior executives from Sesame Workshop – and from outstanding museums, community centers, after-school programs, libraries, and summer camps – to develop concepts for a new informal learning venture.

You will learn how to identify and assess needs; how to conduct research on informal 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 expert presentations, discussions, and field experiences. The capstone for the course, to be completed in small groups, is a proposal for a large-scale, multimedia-based informal learning project. Your group will determine your own objectives and target audience, develop a creative plan, and present your proposal orally to expert media, museum, and education professionals, whose helpful feedback

you will then incorporate into your final written 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.

This course meets every day during January term and requires full-time engagement. Open to all students, including cross-registrants. No prerequisites. Important information will be e-mailed to enrolled students in mid-December.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	informal learning
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze arguments
HGSE: Competencies	collaborate
HGSE: Content	museums
HGSE: Content	cognitive development
HGSE: Pedagogy	peer learning
HGSE: Content	fundraising
HGSE: Content	curriculum development
HGSE: Content	innovation
HGSE: Pedagogy	project-based learning
HGSE: Competencies	write a research proposal
HGSE: Content	technology
HGSE: Content	entrepreneurship
HGSE: Content	partnerships
HGSE: Content	motivation
HGSE: Content	risk prevention/intervention
HGSE: Content	learning and teaching
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Content	developmental psychology
HGSE: Content	civic engagement
HGSE: Content	child development
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	field-based project
HGSE: Content	global/international context
HGSE: Content	qualitative research
HGSE: Competencies	make a presentation
HGSE: Competencies	develop a business proposal or plan

Attribute	Value(s)
HGSE: Content	formative evaluation
HGSE: Competencies	build partnership
HGSE: Content	out-of-school time
HGSE: Content	media

Education HT820 Section: 01

Assessing School-Age Children's Language and Literacy Development (180788)

Rebecca Rolland

2024 Fall (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This case-based course will introduce the conceptual, practical, ethical, and legal issues related to the language and literacy 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.

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: Content	decision-making
HGSE: Pedagogy	case-method learning
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Content	cognitive development
HGSE: Content	learning differences
HGSE: Pedagogy	experiential learning
HGSE: Competencies	administer an assessment
HGSE: Content	language and literacy
HGSE: Content	assessment

Education L100AY Section: 01

The Workplace Lab for System-Level Leaders (203644)

Frank Barnes

Mary O'Neill

2024 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The Workplace Lab (WPL) is a fast-paced, practice-based professional seminar course designed for the Ed.L.D. cohort's first year. Through a variety of modalities, in teams and as individuals, aspiring transformational sector leaders will have the opportunity to acquire the knowledge, skills, and habits of mind to lead system level change within organizations by:

- Analyzing critically the education sector with a focus on system-level leadership
- Exploring and demonstrating adaptive and technical leadership
- Practicing teaming to develop actionable insights
- Developing mechanisms to solve problems
- Applying frameworks for change to real work challenges and case studies
- Designing systemic reform through simulations and in the field via a fellowship experience
- Demonstrating entrepreneurial and innovative thought and leadership, and
- Applying course learnings to in-the-field fellowship contexts

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-100AY and L-100BY were formerly yearlong L-100.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Competencies	analyze qualitative data
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	negotiation
HGSE: Competencies	write a policy memo
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education L100BY Section: 01

The Workplace Lab for System-Level Leaders (203645)

Frank Barnes

Mary O'Neill

2025 Spring (4 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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 have the opportunity to acquire 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.

They will have the opportunity to work directly with a school district through their fellowships and partnership with a school district.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-100AY and L-100BY

were formerly yearlong L-100.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
HGSE: Pedagogy	experiential learning
HGSE: Competencies	leadership
HGSE: Content	decision-making
All: Cross Reg Availability	Not Available for Cross Registration

Education L102A Section: 01

Leaders of Learning (220714)

Jennifer Cheatham

2024 Fall (2 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

ONLY OFFERED FOR EdLD STUDENTSThis course is designed to better prepare students in the Ed.L.D. Program to lead learning, both student learning, professional learning and related organizational learning. Whether you plan to lead in a public school system or adjacent to one, as a top-level administrator or as a policy leader or entrepreneur, it is crucial to have an understanding of excellent teaching and learning that is inclusive and culturally responsive. Without that understanding, and a commitment to continually learning more about it, leaders in every part of the sector risk developing solutions that don't address the problems that stand in the way of excellent teaching and learning for every child. But understanding excellent teaching and learning isn't enough. System-level leaders must continually examine the larger system that either supports or constrains excellent instruction, intentionally foster generative conversations about the system's strengths and challenges, and use this shared insight to cultivate collaborative change. These system-level leadership skills, focused on joint sense making and learning in relation to a vision worth pursuing, are of special importance in today's environment where basic decisions about what is taught, how it is taught, and how it is assessed are mired in political conflict.

Class Notes: Class will also meet on Monday 12/9/2024.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education L103 Section: 01

Thinking Strategically about Education Reform (203649)

Jal Mehta

2024 Fall (4 Credits)

Schedule:

M 1215 PM - 0215 PM

W 0300 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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 spread changes across jurisdictions? How are all of these questions shaped by history, politics, and race? Students will learn how to act on these questions through readings, discussions, live cases and a final project. For the live cases, 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 do a semester long "Make the World a Better Place" project, through which they will learn and practice critical skills like empathy, listening, defining problems, brainstorming, prototyping, and testing. and change management skills through applied work in an area of their choice. Our hope is that students will leave the course with both their own North Star for education, a sense of key strategies that can help achieve that North Star, and a way of working that subverts traditional hierarchies and makes significant change from the ground up. Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	strategic planning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
HGSE: Competencies	design an intervention
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	reflective writing
HGSE: Content	diversity equity inclusion
HGSE: Content	politics
HGSE: Content	school reform
HGSE: Content	organizations
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	leadership
HGSE: Competencies	write a policy memo
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	system-level leadership
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	case-method learning

Education L104AY Section: 01

Practicing Leadership Inside and Out (203650)

Candice Crawford-Zakian

Carmen Williams

Mo Sook Park

Lisa Lahey

Michael Koehler

2024 Fall (4 Credits)

Schedule:

R 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Practicing Leadership Inside and Out (PLIO) is a comprehensive leadership development course that spans the 3-years of the Ed.L.D. learning curriculum.

The central focus of PLIO is to further build one's capacity to navigate social and organizational complexity to create systems-level change on the seemingly intractable challenges in education.

High social reactivity and a fundamental breakdown in communication across lines of difference - ideological, political, and identity-based (racial, gender identity, class, education) - threaten our collective capacity to productively problem-solve on behalf of the greater whole, in the education sector and beyond. The tremendous complexity and volatility of today's global realities can become easily overwhelming - particularly for people in high positions of authority. The capacity to work productively with and within these conditions is a critical skill for those in senior level positions.

PLIO provides opportunities to engage concepts, practices, and frameworks designed to promote the cognitive agility, creativity, self-awareness, sociocultural and socio-political awareness necessary to harness diversity and build collaborative, healthy, innovative, educational systems.

Across the three years you have opportunities to develop, expand or increase your capacities to:

1. Put space between a stimulus trigger and your response
2. Take notice and be radically curious about patterns in yourself and in the social system
3. Know, discover and self-author components of your identity so that you can show up fully and authentically
4. Take a systems-level view of social relations and adaptive challenges
5. Tolerate higher degrees of ambiguity, discomfort, and not knowing.
6. Proactively discover more strategic options and new capacities in yourself and in systems by taking measured risks to experiment, fail forward, and iterate rapidly.
7. Empathize with the experiences of others and fully consider their perspectives in your leadership actions.

PLIO Year One

During Year 1, we pay particular attention to opportunities to increase your awareness of your role in the interpersonal and organizational complexities that you have faced in the past, that surface during the program, and will surface after completing Ed.L.D.

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.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	emotional development
HGSE: Content	leadership
HGSE: Pedagogy	experiential learning
HGSE: Content	adult development
HGSE: Content	group dynamics
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	multimedia texts
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	coaching
HGSE: Pedagogy	reflective writing

Education L104BY Section: 01

Practicing Leadership Inside and Out (203651)

Candice Crawford-Zakian

Carmen Williams

Lisa Lahey

Michael Koehler

Mo Sook Park

2025 Spring (2 Credits)

Schedule:

R 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This module is a continuation of L-104AY.

Practicing Leadership Inside and Out (PLIO) is a comprehensive leadership development course that spans the 3-years of the Ed.L.D. learning curriculum.

The central focus of PLIO is to further build one's capacity to navigate social and organizational complexity to create systems-level change on the seemingly intractable challenges in education.

High social reactivity and a fundamental breakdown in communication across lines of difference - ideological, political, and identity-based (racial, gender identity, class, education) - threaten our collective capacity to productively problem-solve on behalf of the greater whole, in the education sector and beyond. The tremendous complexity and volatility of today's global realities can become easily overwhelming - particularly for people in high positions of authority. The capacity to work productively with and within these conditions is a critical skill for those in senior level positions.

PLIO provides opportunities to engage concepts, practices, and frameworks designed to promote the cognitive agility, creativity, self-awareness, sociocultural and socio-political awareness necessary to harness diversity and build collaborative, healthy, innovative, educational systems.

Across the three years you have opportunities to develop, expand or increase your capacities to:

1. Put space between a stimulus trigger and your response
2. Take notice and be radically curious about patterns in yourself and in the social system
3. Know, discover and self-author components of your identity so that you can show up fully and authentically
4. Take a systems-level view of social relations and adaptive challenges
5. Tolerate higher degrees of ambiguity, discomfort, and not knowing.
6. Proactively discover more strategic options and new capacities in yourself and in systems by taking measured risks to experiment, fail forward, and iterate rapidly.
7. Empathize with the experiences of others and fully consider their perspectives in your leadership actions.

PLIO Year One

During Year 1, we pay particular attention to opportunities to increase your awareness of your role in the interpersonal and organizational complexities that you have faced in the past, that surface during the program, and will surface after completing Ed.L.D.

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.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
HGSE: Pedagogy	experiential learning
HGSE: Content	leadership
HGSE: Content	identity
HGSE: Content	emotional development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	team-based learning
HGSE: Content	coaching

Attribute	Value(s)
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion

Education L106 Section: 01

Race, Equity, and Leadership (203674)

Frank Barnes

2025 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course focuses on leading for equitable outcomes and conditions of schooling in a racialized world. As a wise man once said, "The myth of race has created the reality of racism." Given such, this course explores different facets and contours of this mythology, particularly as they pertain to effectively leading and navigating large education systems in the United States, as well as the real and persistent manifestations of this mythology in our Pk-12 school systems. The course also attends to different ways equity is defined or framed in Pk-12 education systems, examining select elements that lie within these system's sphere of influence. Lastly, the course attends to "equity moves" that can be employed in pursuit of equitable outcomes and conditions of schooling in our racialized U.S. context.

Permission of instructors required. Enrollment is limited to first-year students in the Ed.L.D. program.

Requirements:

Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

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

Education L107 Section: 1

Leading with the Board (207222)

S. Paul Reville

2025 Spring (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This course will operate as a seminar. Through structured simulations and live case discussions, students will examine the relationship between education leaders and their boards at various levels of the education sector, including in public/private, K-12, higher education, and nonprofit spaces. The focus will be on developing the knowledge, skills and disposition to collaborate effectively with boards in the process of leading educational change. Specifically, the class will regularly feature visits from executives, district leaders, and board leaders as invited speakers. These experts will present "live case" examples from their own experiences and lead the class in analytical discussions about their work. The course will also involve simulations, readings and extensive analytical discussion. The first half of the course examines elected boards and the K-12 education space, while the second half more briefly touches on non-profit and higher education boards. Throughout, students will gain a deeper understanding of the facets of boardmanship, the essentials of executive-board relations, and the politics and contextual factors involved in leading in collaboration with a board.

Enrollment is limited to first-year Ed.L.D. students.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	advocacy
HGSE: Content	culture
HGSE: Content	civil rights
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	relationships
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	debate
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	politics
HGSE: Pedagogy	readings
HGSE: Content	decision-making
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	socratic discussion

Education L108 Section: 01

Sector Change (207223)

Irvin Scott

2025 Spring (2 Credits)

Schedule:

T 0130 PM - 0330 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The specific challenge we take up in this module is to prepare individuals, positioned in leadership positions within the education ecosystem and with good ideas about how to improve the performance of education in the United States, to strategically launch and scale their good ideas to produce significant changes in the education sector. The task of this module is to enhance individual agency in seeking large, complex social change. The primary question of this module is: How can individuals with power, influence and good ideas increase the impact and scale of their ideas to a level that registers as significant in the sector, and thereby in the lives of students, and communities?

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Not Available for Cross Registration

Education L200AY Section: 1

Ed.L.D. Second Year Core Leadership Seminar: Driving Change (205893)

Elizabeth City

2024 Fall (2 Credits)

Schedule:

F 0930 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This module is the part of an exploration on driving change that students continue during spring semester. It is designed to prepare second-year Ed.L.D. students to think and act strategically in order to make educational change for the better, both within the contexts of third-year Ed.L.D. residencies and beyond. We will use a variety of texts and learning modalities to explore the challenge of putting in practice aspirational goals and applying theoretical frameworks in the ambiguous contexts of political, interest-driven, and often culturally-resisting organizations. We will highlight the complex factors and forces in driving and opposing change and not shy away from how "messy" these examples are, as there is much to learn from both challenges and successes. We will explore the very real challenges – operational, organizational, psychological, strategic, political, messaging and connected to issues of race, class, power, and history – that confront actors trying to make and deliver change in the educational space. We will also examine the Ed.L.D. capstone as a genre to support leadership practice and learning.

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	system-level leadership
HGSE: Pedagogy	readings
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper

Education L200BY Section: 1

Ed.L.D. Second Year Core Leadership Seminar: Driving Change (205894)

Margarita Ruiz

2025 Spring (2 Credits)

Schedule:

F 0930 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Change is a complex process, requiring leaders who understand its stages and ways to overcome obstacles and seize opportunities to achieve outcomes. In this course, second year Ed.L.D. students will explore how effective change management strategies can be used to generate support and momentum at all levels of an organization. From setting benchmarks to communicating more effectively, you will gain tools to build goodwill and keep all constituents moving toward a common mission.

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students. Class times listed in the catalog are approximate; check the Ed.L.D. master calendar for specific meeting times. L200, L201 and L203 alternate during the Friday Core Seminar time block (9 a.m.-12 p.m., with a few select sessions beginning at 8 a.m. or meeting at special times as designated).

Additional Course Attributes:

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

Education L203AY Section: 1

Second-Year Practicing Leadership: Peer and Pod Coaching (203701)

Candice Crawford-Zakian

Lisa Lahey

2024 Fall (2 Credits)

Schedule:

T 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This module is a continuation of Year 1 PLIO (L104AY & L104BY) for Ed.L.D. students.

Practicing Leadership Inside and Out (PLIO) is a comprehensive leadership development course that spans the 3-years of the Ed.L.D. learning curriculum. The central focus of PLIO is to further build one's capacity to navigate social and organizational complexity to create systems-level change on the seemingly intractable challenges in education.

How do we get unhooked by our emotional responses to challenging or triggering circumstances? How can we manage our inner experience and ensure our actions remain congruent with our personal purpose and reflect the brilliance of our best self even in the face of such circumstances? As educational leaders, how do we model productively working across lines of difference?

Throughout the year in L203, you will create, test and iterate a personal theory and practice for widening the space between stimulus and response by reducing reactive behaviors that disrupt your ability to work across lines of difference, and bringing to the forefront behaviors that stay true to your greater sense of purpose and the shared purpose of the work you are doing with others. We utilize a Theory of Action framework to anchor this work.

This work begins with becoming more aware of your current tacit Theory of Action, specifically what triggers you and what happens when you are triggered – including what happens in your body, what happens in your inner dialogue and how you externally behave, that is, when your actions are largely reactive rather than executed with mindful intention. You will also have the opportunity to identify strategies from PLIO (and otherwise) that facilitate your ability to make proactive choices so as to present as your best self. In essence, you will develop a personal set of instructions that you will adjust throughout the semester based on your on-going reflective practice (via coaching, reading, case consultations, and your daily experiences with difference) that best support your ability to manage your triggers and work productively across differences at any level of the system (Interpersonal, Intergroup, & Organizational). Creating, testing and iterating your TOA is at the heart of year 2. This year's work on a TOA is in support of your forthcoming residency work, capstone and implications for self reflections.

Alongside this work, you will practice deep listening and humble inquiry while holding a growth mindset in peer coaching and pod work.

The readings, activities, portfolio and relationships create opportunities for you to deepen your practices of self-observation, reflection, and continual learning in regards to your own development that you laid the foundation for in Year 1.

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students. Class times listed in the catalog are approximate; check the Ed.L.D. master calendar for specific meeting times.

Requirements:

Must be a Doctor of Education Leadership Student or have permission

of the instructor

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Content	coaching
HGSE: Content	leadership
HGSE: Pedagogy	multimedia texts

Education L203BY Section: 1

Second-Year Practicing Leadership: Peer and Pod Coaching (203703)

Candice Crawford-Zakian

Lisa Lahey

2025 Spring (2 Credits)

Schedule:

F 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This module is a continuation of Year 1 PLIO (L104AY & L104BY) for Ed.L.D. students.

Practicing Leadership Inside and Out (PLIO) is a comprehensive leadership development course that spans the 3-years of the Ed.L.D. learning curriculum. The central focus of PLIO is to further build one's capacity to navigate social and organizational complexity to create systems-level change on the seemingly intractable challenges in education.

How do we get unhooked by our emotional responses to challenging or triggering circumstances? How can we manage our inner experience and ensure our actions remain congruent with our personal purpose and reflect the brilliance of our best self even in the face of such circumstances? As educational leaders, how do we model productively working across lines of difference?

Throughout the year in L203, you will create, test and iterate a personal theory and practice for widening the space between stimulus and response by reducing reactive behaviors that disrupt your ability to work across lines of difference, and bringing to the forefront behaviors that stay true to your greater sense of purpose and the shared purpose of the work you are doing with others. We utilize a Theory of Action framework to anchor this work.

This work begins with becoming more aware of your current tacit Theory of Action, specifically what triggers you and what happens when you are triggered – including what happens in your body, what happens in your inner dialogue and how you externally behave, that is, when your actions are largely reactive rather than executed with mindful intention. You will also have the opportunity to identify strategies from PLIO (and otherwise) that facilitate your ability to make proactive choices so as to present as your best self. In essence, you will develop a personal set of instructions that you will adjust throughout the semester based on your on-going reflective practice (via coaching, reading, case consultations, and your daily experiences with difference) that best support your ability to manage your triggers and work productively across differences at any level of the system (Interpersonal, Intergroup, & Organizational). Creating, testing and iterating your TOA is at the heart of year 2. This year's work on a TOA is in support of your forthcoming residency work, capstone and implications for self reflections.

Alongside this work, you will practice deep listening and humble inquiry while holding a growth mindset in peer coaching and pod work.

The readings, activities, portfolio and relationships create opportunities for you to deepen your practices of

self-observation, reflection, and continual learning in regards to your own development that you laid the foundation for in Year 1.

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students. No audits are permissible. Class times listed in the catalog are approximate; check the Ed.L.D. master calendar for specific meeting times.

Requirements: Enrollment in this course requires completion of L203AY.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Content	leadership
HGSE: Content	coaching
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	multimedia texts

Education L301 Section: 1

Ed.L.D. Residency 2 (203678)

Margarita Ruiz

2024 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 (September-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.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

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

Education L302 Section: 1

Ed.L.D. Residency 3 (203679)

Margarita Ruiz

2025 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.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

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

Education LCH101 Section: 01

Leading Change (218494)

Monica Higgins

2024 Fall (2 Credits)

Schedule:

MTF 0830 AM - 1030 AM

W 0830 AM - 0100 PM

R 0830 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

67

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 8:30- 10:30am

Tuesday 8/6: 8:30- 10:30am

Wednesday 8/7: 8:30am-1pm

Thursday 8/8: 8:30am-11:30am, Meeting in Askwith, Longfellow 116

Friday 8/9: 8:30-10:30am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	decision-making
HGSE: Content	system-level leadership
HGSE: Content	group dynamics
HGSE: Content	relationships
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	build partnership
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	think strategically
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Content	organizations
HGSE: Content	identity
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	collaborate
HGSE: Content	culture
HGSE: Content	leadership
HGSE: Content	psychology
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	diagnose complex problems
Blue Course Evaluations	LCH
HGSE: Content	values
HGSE: Content	adult development
HGSE: Pedagogy	case-method learning

Education LCH101 Section: 02

Leading Change (218494)

Stacey Childress

2024 Fall (2 Credits)

Schedule:

R 0830 AM - 1130 AM

MTF 0830 AM - 1030 AM

W 0830 AM - 0100 PM

Instructor Permissions: Instructor

Enrollment Cap:

68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 8:30- 10:30am

Tuesday 8/6: 8:30- 10:30am

Wednesday 8/7: 8:30am-1pm

Thursday 8/8: 8:30am-11:30am, Meeting in Askwith, Longfellow 116

Friday 8/9: 8:30-10:30am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	values
HGSE: Content	group dynamics
HGSE: Content	social contexts

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Content	teams
HGSE: Competencies	diagnose complex problems
HGSE: Content	decision-making
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	think strategically
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	adult development
HGSE: Competencies	engage in difficult conversations
HGSE: Content	psychology
HGSE: Pedagogy	case-method learning
HGSE: Competencies	collaborate
HGSE: Content	system-level leadership
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	build partnership
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	relationships
Blue Course Evaluations	LCH

Education LCH101 Section: 03

Leading Change (218494)

Elizabeth City

2024 Fall (2 Credits)

Schedule:

W 0830 AM - 0100 PM

MTF 0830 AM - 1030 AM

R 0830 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 8:30- 10:30am

Tuesday 8/6: 8:30- 10:30am

Wednesday 8/7: 8:30am-1pm

Thursday 8/8: 8:30am-11:30am, Meeting in Askwith, Longfellow 116

Friday 8/9: 8:30-10:30am

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	simulation/role play
HGSE: Content	adult development
HGSE: Pedagogy	case-method learning
HGSE: Competencies	diagnose complex problems
HGSE: Content	decision-making
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically
HGSE: Content	identity
HGSE: Content	teams
HGSE: Content	relationships
HGSE: Competencies	collaborate
HGSE: Content	psychology
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
Blue Course Evaluations	LCH
HGSE: Pedagogy	team-based learning
HGSE: Content	culture
HGSE: Pedagogy	online and blended learning
HGSE: Content	social contexts
HGSE: Content	group dynamics
HGSE: Content	values
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Content	system-level leadership
HGSE: Competencies	build partnership
HGSE: Content	organizations

Education LCH101 Section: 04

Leading Change (218494)

Nonie Lesaux

2024 Fall (2 Credits)

Schedule:

R 0830 AM - 1130 AM

MTF 0830 AM - 1030 AM

W 0830 AM - 0100 PM

Instructor Permissions: Instructor

Enrollment Cap:

68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 8:30- 10:30am

Tuesday 8/6: 8:30- 10:30am

Wednesday 8/7: 8:30am-1pm

Thursday 8/8: 8:30am-11:30am, Meeting in Gutman Conference Center
1/2/3

Friday 8/9: 8:30-10:30am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	culture
HGSE: Content	psychology
HGSE: Content	system-level leadership
HGSE: Competencies	engage in difficult conversations
HGSE: Content	leadership
HGSE: Content	relationships
HGSE: Pedagogy	simulation/role play
Blue Course Evaluations	LCH
HGSE: Content	adult development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	organizations
HGSE: Content	group dynamics
HGSE: Pedagogy	case-method learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	think strategically
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	values
HGSE: Content	decision-making
HGSE: Content	identity
HGSE: Competencies	build partnership
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	online and blended learning

Education LCH101 Section: 05

Leading Change (218494)

Matthew Miller

2024 Fall (2 Credits)

Schedule:

R 0830 AM - 1130 AM

MTF 0830 AM - 1030 AM

W 0830 AM - 0100 PM

Instructor Permissions:

Instructor

Enrollment Cap:

68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions

that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 8:30- 10:30am

Tuesday 8/6: 8:30- 10:30am

Wednesday 8/7: 8:30am-1pm

Thursday 8/8: 8:30am-11:30am, Meeting in Gutman Conference Center
1/2/3

Friday 8/9: 8:30-10:30am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	reflective writing
HGSE: Content	decision-making
HGSE: Pedagogy	team-based learning
HGSE: Competencies	think strategically
HGSE: Content	values
HGSE: Pedagogy	case-method learning
HGSE: Content	psychology
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	relationships
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	LCH
HGSE: Competencies	collaborate
HGSE: Content	identity
HGSE: Content	group dynamics
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	adult development
HGSE: Content	organizations
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
HGSE: Content	teams

Attribute	Value(s)
HGSE: Pedagogy	simulation/role play
HGSE: Content	social contexts
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	build partnership
HGSE: Competencies	diagnose complex problems
HGSE: Content	culture

Education LCH101 Section: 06

Leading Change (218494)

Uche Amaechi

2024 Fall (2 Credits)

Schedule:

MTF 0200 PM - 0400 PM

W 0200 PM - 0630 PM

R 0200 PM - 0500 PM

Instructor Permissions:

Instructor

Enrollment Cap:

67

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 2-4pm

Tuesday 8/6: 2-4pm

Wednesday 8/7: 2-6:30pm

Thursday 8/8: 2-5pm, Meeting in Askwith, Longfellow 116

Friday 8/9: 2-4pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	values
HGSE: Pedagogy	team-based learning
HGSE: Content	psychology
Blue Course Evaluations	LCH
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Content	decision-making
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	group dynamics
HGSE: Pedagogy	simulation/role play
HGSE: Content	identity
HGSE: Content	system-level leadership
HGSE: Content	relationships
HGSE: Content	teams
HGSE: Competencies	build partnership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Content	leadership
HGSE: Pedagogy	case-method learning
HGSE: Content	social contexts
HGSE: Content	organizations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	culture
HGSE: Content	adult development
HGSE: Pedagogy	reflective writing

Education LCH101 Section: 07

Leading Change (218494)

Stacey Childress

2024 Fall (2 Credits)

Schedule:

R 0200 PM - 0500 PM

MTF 0200 PM - 0400 PM

W 0200 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap: 68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-

leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 2-4pm

Tuesday 8/6: 2-4pm

Wednesday 8/7: 2-6:30pm

Thursday 8/8: 2-5pm, Meeting in Askwith, Longfellow 116

Friday 8/9: 2-4pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	identity
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Competencies	diagnose complex problems
HGSE: Content	teams
HGSE: Competencies	build partnership
HGSE: Content	social contexts
HGSE: Content	decision-making
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
HGSE: Content	values
HGSE: Pedagogy	online and blended learning
Blue Course Evaluations	LCH
HGSE: Content	psychology

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Content	organizations
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	think strategically
HGSE: Competencies	engage in difficult conversations
HGSE: Content	system-level leadership
HGSE: Pedagogy	case-method learning
HGSE: Content	culture
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	team-based learning
HGSE: Content	group dynamics
HGSE: Content	leadership
HGSE: Pedagogy	peer learning

Education LCH101 Section: 08

Leading Change (218494)

Elizabeth City

2024 Fall (2 Credits)

Schedule:

W 0200 PM - 0630 PM

MTF 0200 PM - 0400 PM

R 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 2-4pm

Tuesday 8/6: 2-4pm

Wednesday 8/7: 2-6:30pm

Thursday 8/8: 2-5pm, Meeting in Askwith, Longfellow 116

Friday 8/9: 2-4pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	decision-making
HGSE: Competencies	think strategically
HGSE: Competencies	diagnose complex problems
HGSE: Content	leadership
HGSE: Content	organizations
HGSE: Competencies	engage in difficult conversations
HGSE: Content	group dynamics
HGSE: Pedagogy	peer learning
HGSE: Competencies	build partnership
HGSE: Content	adult development
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	simulation/role play
HGSE: Content	teams
HGSE: Pedagogy	case-method learning
HGSE: Content	social contexts
HGSE: Competencies	collaborate
HGSE: Content	culture
HGSE: Content	values
HGSE: Content	identity
Blue Course Evaluations	LCH
HGSE: Pedagogy	reflective writing
HGSE: Content	relationships
HGSE: Pedagogy	small-group discussion
HGSE: Content	psychology
HGSE: Content	system-level leadership
HGSE: Competencies	identify one's leadership strengths & limitations

Education LCH101 Section: 09

Leading Change (218494)

Frank Barnes

2024 Fall (2 Credits)

Schedule:

R 0200 PM - 0500 PM

MTF 0200 PM - 0400 PM

W 0200 PM - 0630 PM

Instructor Permissions: Instructor Enrollment Cap: 68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 2-4pm

Tuesday 8/6: 2-4pm

Wednesday 8/7: 2-6:30pm

Thursday 8/8: 2-5pm, Meeting in Gutman Conference Center 1/2/3

Friday 8/9: 2-4pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
HGSE: Content	psychology
HGSE: Content	decision-making
HGSE: Content	social contexts
HGSE: Content	system-level leadership
HGSE: Content	organizations
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	build partnership
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Competencies	diagnose complex problems

Attribute	Value(s)
HGSE: Content	culture
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	identity
HGSE: Pedagogy	peer learning
HGSE: Content	adult development
HGSE: Content	teams
Blue Course Evaluations	LCH
HGSE: Content	values
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	leadership
HGSE: Content	relationships
HGSE: Pedagogy	reflective writing
HGSE: Competencies	think strategically
HGSE: Content	group dynamics
HGSE: Pedagogy	team-based learning

Education LCH101 Section: 10

Leading Change (218494)

Angela Jackson

2024 Fall (2 Credits)

Schedule:

R 0200 PM - 0500 PM

MTF 0200 PM - 0400 PM

W 0200 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap:

68

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers.

Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Leading Change Schedule:

Monday 8/5: 2-4pm

Tuesday 8/6: 2-4pm

Wednesday 8/7: 2-6:30pm

Thursday 8/8: 2-5pm, Meeting in Gutman Conference Center 1/2/3

Friday 8/9: 2-4pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	organizations
HGSE: Content	culture
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	social contexts
HGSE: Pedagogy	case-method learning
HGSE: Competencies	think strategically
HGSE: Content	identity
Blue Course Evaluations	LCH
HGSE: Content	teams
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Content	values
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
HGSE: Content	relationships
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	team-based learning
HGSE: Content	group dynamics
HGSE: Content	decision-making
HGSE: Competencies	build partnership
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	simulation/role play
HGSE: Content	psychology
HGSE: Content	adult development
HGSE: Content	leadership

Education S010B Section: 1

Designing Surveys and Questionnaires: Principles and Methods (180850)

Joseph McIntyre

2025 Spring (2 Credits)

Schedule:

TR 0430 PM - 0545 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Questionnaires are among the most common data collection methods that educational researchers and other social scientists employ. Thus, surveys wield tremendous impact on the data based decision making that increasingly permeates our educational system and in society more broadly. Yet producing high-quality survey measures is not a straightforward task. Survey designers must choose between open ended, ranking, or rating items; between asking questions or posing statements for respondents to agree/disagree with; how many response options to offer; and the organizational logic of their survey. Empirical studies exist to guide each of these choices and maximize the quality of the data collected. This course will familiarize students with the steps and procedures that are essential to developing high quality surveys. The major topics of the course include defining constructs; creating items and item wording; response anchors; organizing, ordering, and formatting surveys; and bolstering response rates. The course is not designed to cover sampling procedures, analysis of survey data, or interviewing. As a final project, students will design a short questionnaire.

Prerequisites: none, though successful completion of S-012 or S-040 is strongly encouraged.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	peer learning
HGSE: Competencies	collect quantitative data
HGSE: Competencies	design a survey instrument
HGSE: Content	descriptive statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Competencies	understand data
HGSE: Pedagogy	team-based learning

Education S012 Section: 01

Introduction to Statistics for Educational Research (180854)

Hadas Eidelman

2024 Fall (4 Credits)

Schedule:

T 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The HOW: The S-012 experience engages us in building a supportive course community where we all learn from one another. In place of more traditional pre-work such as reading chapters or articles, we will instead use videos (filmed by the instructor specifically for this course) and interactive opportunities for practice as preparation for each class meeting. This will allow us to use our time together to explore statistical topics in a deeply engaged and participatory format. Throughout the course, we will focus not only on the methods themselves but on why and how their use can represent a powerful tool for enacting change. We will emphasize the summarizing and presentation of statistical results for multiple audiences. Our focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research, to become both critical consumers and ethical producers of quantitative work.

The WHAT: 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. We will cover both continuous and categorical data analysis, with topics including: basic descriptive measures; comparisons between groups; hypothesis testing; correlation; and techniques for analyzing categorical data. 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. We will use Stata as our statistical software in this course. There will be multiple assignments -- some to be completed individually, some with a partner -- involving data analysis and reporting of research results, as well as a final project.

The MONDAY SECTION: While the whole class meets together on Tuesdays, students are also expected to attend one 75-minute smaller-group section led by a Teaching Fellow on Mondays. Final assignment of section times will not be done on my.harvard during enrollment, but rather will be coordinated by the teaching team after enrollment has occurred.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	create data visualizations
HGSE: Content	descriptive statistics
HGSE: Pedagogy	reflective writing
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods
HGSE: Content	data analysis
HGSE: Pedagogy	lab sessions
HGSE: Competencies	code scripts/software
HGSE: Competencies	build partnership
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Competencies	develop research questions
HGSE: Content	statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Content	foundational quantitative methods
HGSE: Competencies	understand data
HGSE: Competencies	use quantitative-research software

Education S013A Section: 01

Arts and Learning Proseminar (223866)

Raquel Jimenez

Louisa Penfold

2024 Fall (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course is a required component of the Arts and Learning concentration experience. Students will attend bi-weekly gatherings featuring guest presentations from leaders in the field, visits to local arts organizations, and peer-led workshops. This class complements other core courses in the Arts and Learning concentration

by providing space for students to analyze current issues in arts education and contribute to meaningful debates about the roles of the arts across a wide range of educational settings, including schools, community spaces, museums, and online platforms. As members of the course, students will explore the terrain of contemporary arts education and learn to situate their perspectives, and learnings, within a larger community of practice. Enrollment is limited to members of the Arts and Learning concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Not Available for Cross Registration

Education S013B Section: 01

Arts and Learning Proseminar (223867)

Raquel Jimenez

Louisa Penfold

2025 Spring (2 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course is a required component of the Arts and Learning concentration experience. Students will attend bi-weekly gatherings featuring guest presentations from leaders in the field, visits to local arts organizations, and peer-led workshops. This class complements other core courses in the Arts and Learning concentration by providing space for students to analyze current issues in arts education and contribute to meaningful debates about the roles of the arts across a wide range of educational settings, including schools, community spaces, museums, and online platforms. As members of the course, students will explore the terrain of contemporary arts education and learn to situate their perspectives, and learnings, within a larger community of practice. Enrollment is limited to members of the Arts and Learning concentration.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Competencies	think strategically

Education S022 Section: 1

Introduction to Statistical Computing and Data Science in Education (180857)

Luke Miratrix

2025 Spring (4 Credits)

Schedule:

T 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course focuses on applying modern data science and machine learning tools to real-world datasets in education. We first teach tools for exploring new datasets in order to identify patterns, make predictions from flexible models, and visualize data in ways that communicate complex associations. We also expand on the core conceptual building blocks taught in S-40 to provide more flexible approaches to estimation and

inference, with a particular focus on the bootstrap. Throughout, we will learn statistical computing in R, an increasingly important skill in the modern, data-driven era. By the end of the course, students will be able to independently analyze data of various types, carrying a project from getting the data ready for analysis to creating technical reports of one's findings. Topics covered include classification and regression trees, random forests, regularized regression, cross-validation, data wrangling, model selection, bootstrapping, and data visualization. While we assume foundational statistical knowledge, we do not assume any initial familiarity with statistical computing or the R language. Students interested in getting started with learning R before the course starts should contact the instructor.

Prerequisites: S-040 or equivalent (linear regression and statistical inference), or by permission.

Class Notes: There will be two sections on Thursday from 1:30pm - 4:30pm.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	data analysis
HGSE: Competencies	create data visualizations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	collaborate
HGSE: Pedagogy	lab sessions
HGSE: Competencies	code scripts/software
HGSE: Content	research methods
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	problem sets
HGSE: Competencies	analyze quantitative data
HGSE: Content	descriptive statistics
HGSE: Pedagogy	project-based learning
HGSE: Content	classroom instruction
HGSE: Content	advanced quantitative methods
HGSE: Content	statistics

Education S030 Section: 01

Intermediate Statistics for Educational Research: Applied Linear Regression (180858)

Jane Kang

2025 Spring (4 Credits)

Schedule:

T 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The HOW: The S-030 experience engages us in building a supportive course community where we all learn from one another. In place of more traditional pre-work such as reading chapters or articles, we will instead use videos (filmed by the instructor specifically for this course) and interactive opportunities for practice as preparation for each class meeting. This will allow us to use our time together to explore statistical topics in a deeply engaged and participatory format. Throughout the course, we will focus not only on the methods themselves but on why and how their use can represent a powerful tool for enacting change. We will emphasize the summarizing and presentation of statistical results for multiple audiences. Our focus will be on understanding how to use and interpret linear regression modeling to become both critical consumers and ethical producers of quantitative work.

The WHAT: This course goes in-depth through a set of quantitative methods referred to as the general linear model -- regression, correlation, analysis of variance -- to address various questions in education, psychology, and social science research. Examples of research questions we will be addressing are: How do children's demonstrations of separation distress relate to their age? Do mandatory seat belt laws save lives? Which animal has the most massive brain, relative to their body mass? and many more. We will learn statistical analysis by doing statistical analysis. Building on the basic principles of elementary statistics (the content of S-012 or equivalent), we will begin with the simple linear regression model. We'll then utilize its mechanisms to fit models that address increasingly sophisticated research questions. As we progress, we'll learn to fit models that can accommodate: multiple predictors; transformations to address non-linearity; dichotomous and polychotomous predictors (both ordinal and nominal); statistical interactions; and quadratic relationships. We'll include a heavy emphasis on the substantive interpretation and communication of results. We will use Stata as our statistical software in this course. There will be multiple assignments -- some to be completed individually, some with a partner -- where students will address a variety of research questions through scaffolded analysis of real datasets, as well as a final project presentation.

The MONDAY SECTION: While the whole class meets together on Tuesday mornings, students are also expected to attend one 75-minute smaller-group section led by a Teaching Fellow on Mondays. Final assignment of section times will not be done on my.harvard during enrollment, but rather will be coordinated by the teaching team after enrollment has occurred.

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

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	lab sessions
HGSE: Content	statistics
HGSE: Pedagogy	reflective writing
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	understand data
HGSE: Competencies	collaborate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	code scripts/software
HGSE: Pedagogy	team-based learning
HGSE: Competencies	create data visualizations
Blue Course Evaluations	ALL
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	build partnership
HGSE: Content	research methods
HGSE: Pedagogy	online and blended learning
HGSE: Content	data analysis

Education S040 Section: 1

Introductory and Intermediate Statistics for Educational Research: Applied Linear Regression (180864)

Joseph McIntyre

2024 Fall (4 Credits)

Schedule:

T 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or evaluate the analyses of others. This course will cover the basic principles of quantitative data analysis and is roughly 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 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 effectively; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses 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.

Students are expected to attend two 75-minute class meeting a week: one main section meeting on Tuesday and one small group meeting on Thursday. There are two identical sections of S040: section 1 on Tuesday from 12:00P.M. - 1:15P.M. ET and section 2 on Tuesday from 4:30PM to 5:45PM. ET. Please be sure to enroll in the section for the time that works best for you. Students enrolling in either section must also choose one of two small group meeting times during enrollment: small group 1 on Thursday from 12:00PM - 1:15P.M. ET or small group 2 on Thursday from 4:30P.M. - 5:45P.M. ET. Students enrolling in this course must meet during both their section time on Tuesday and their small group time on Thursday each week.

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 instructor if you have any questions about whether S-040 is right for you.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Competencies	code scripts/software
HGSE: Content	foundational quantitative methods
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Content	data analysis
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets

Attribute	Value(s)
HGSE: Pedagogy	research project
HGSE: Content	statistics
HGSE: Competencies	make a presentation
HGSE: Content	research methods
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	descriptive statistics
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations

Education S040 Section: 2

Introductory and Intermediate Statistics for Educational Research: Applied Linear Regression (180864)

Joseph McIntyre

2024 Fall (4 Credits)

Schedule:

T 0430 PM - 0545 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or evaluate the analyses of others. This course will cover the basic principles of quantitative data analysis and is roughly 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 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 effectively; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses 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.

Students are expected to attend two 75-minute class meeting a week: one main section meeting on Tuesday and one small group meeting on Thursday. There are two identical sections of S040: section 1 on Tuesday from 12:00P.M. - 1:15P.M. ET and section 2 on Tuesday from 4:30PM to 5:45PM. ET. Please be sure to enroll in the section for the time that works best for you. Students enrolling in either section must also choose one of two small group meeting times during enrollment: small group 1 on Thursday from 12:00PM - 1:15P.M. ET or small group 2 on Thursday from 4:30P.M. - 5:45P.M. ET. Students enrolling in this course must meet during both their section time on Tuesday and their small group time on Thursday each week.

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 instructor if you have any questions about whether S-040 is right for you.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	understand data
HGSE: Content	foundational quantitative methods
HGSE: Competencies	code scripts/software
HGSE: Competencies	analyze quantitative data
HGSE: Content	data analysis
HGSE: Pedagogy	problem sets
HGSE: Competencies	make a presentation
HGSE: Pedagogy	lab sessions
HGSE: Competencies	develop research questions
HGSE: Pedagogy	research project
HGSE: Competencies	use quantitative-research software
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Content	statistics
HGSE: Pedagogy	peer learning
HGSE: Content	research methods
HGSE: Competencies	create data visualizations

Education S043 Section: 1

Multilevel and Longitudinal Models (180865)

Luke Miratrix

2024 Fall (4 Credits)

Schedule:

TR 0130 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

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 grow, we need to account for the dependence of measurements across time. If we do not account for such structure, our inferences will tend to be wrong. We also lose the opportunity to understand variation across time or groups and make more insightful inferences. This course provides an overall framework, the multilevel and generalized multilevel (hierarchical) model, for thinking about and analyzing these forms of data. We will also deeply investigate specific versions of these tools for the most common forms of longitudinal and clustered data. We 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 continuous outcomes, we will also discuss binary, categorical, and ordinal outcomes. We will emphasize how to think about the applicability of the methods studied, 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. We will also touch upon econometric approaches such as cluster-robust fixed effect models. We end with a final project; this can include thesis or research work.

Prerequisites: S-052, Stat 139, or an equivalent.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research methods
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	project-based learning
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	write a research article
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	make a presentation
HGSE: Content	statistics
HGSE: Competencies	develop research questions
HGSE: Pedagogy	problem sets
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	code scripts/software
HGSE: Content	advanced quantitative methods
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lecture
HGSE: Content	data analysis
HGSE: Pedagogy	lab sessions

Education S052 Section: 01

Intermediate and Advanced Statistical Methods for Applied Educational Research (180866)

Andrew Ho

2024 Fall (4 Credits)

Schedule:

TR 1030 AM - 1145 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, practitioners, and policymakers. S-052 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. The course begins with general linear models and continues with generalized linear models, survival analysis, multilevel models, multivariate methods, causal inference, and measurement. Specific techniques exemplifying each of these topics include differences-in-differences, regression discontinuity, discrete-time survival analysis, fixed- and random-effects modeling, principal components analysis, and reliability estimation, respectively. S-052 is an applied course. It offers conceptual explanations of statistical techniques and provides many opportunities to examine, implement, and practice these techniques using real data. Students will learn to produce readable and sensible code in R or Stata to enable others to replicate and extend their analyses. Attendance at weekly sections is required.

Prerequisites: Successful completion of a course or courses that include 12 or more full hours of class time on applied regression models beyond simple linear regression. Students who have not had this experience must discuss their previous training before or at the first class meeting. Students who do not meet the prerequisite should consider S-012, S-030, or S-040. See the syllabus at the instructor's website, <https://scholar.harvard.edu/andrewho/classes>, for more details.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	lab sessions
HGSE: Content	advanced quantitative methods
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	lecture
HGSE: Content	data analysis
HGSE: Content	statistics
HGSE: Content	causal reasoning
HGSE: Content	foundational quantitative methods
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	problem sets
HGSE: Competencies	write a research article
HGSE: Competencies	collaborate
HGSE: Competencies	write a research/analytic paper
HGSE: Content	descriptive statistics
HGSE: Content	research methods
HGSE: Competencies	analyze quantitative data
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S052 Section: 01

Intermediate and Advanced Statistical Methods for Applied Educational Research (180866)

Melanie Rucinski

2025 Spring (4 Credits)

Schedule:

TR 1030 AM - 1145 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 practice communicating their findings clearly to audiences of researchers, practitioners, and policymakers. S-052 contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess to perform sensible analyses of complex educational, psychological, and social data. The course begins by reviewing multivariate linear regression and continues with causal inference, nonlinear regression, generalized linear models, event history analysis, multilevel models, measurement, and multivariate methods. Specific techniques covered include regression discontinuity, difference-in-differences, discrete-time survival analysis, fixed and random effects modeling, reliability estimation, and principal components analysis. S-052 is an applied course. It offers conceptual explanations of statistical techniques and provides many opportunities to examine, implement, and practice these techniques using real data. Students will learn to produce readable and sensible code in R or Stata to enable others to replicate and extend their analyses.

Prerequisites: Successful completion of S-040 or equivalent course covering applied regression analysis through multivariate regression and interaction terms.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	lecture
HGSE: Content	causal reasoning
HGSE: Competencies	write a research article
HGSE: Pedagogy	team-based learning

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	advanced quantitative methods
HGSE: Competencies	create data visualizations
HGSE: Content	data analysis
HGSE: Competencies	collaborate
HGSE: Pedagogy	problem sets
HGSE: Competencies	use quantitative-research software
HGSE: Content	descriptive statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Pedagogy	lab sessions
HGSE: Content	statistics
HGSE: Competencies	write a research/analytic paper
Blue Course Evaluations	ALL
HGSE: Content	foundational quantitative methods
HGSE: Content	research methods

Education S057 Section: 01

Making Data Count (216680)

Carrie Conaway

2025 Spring (4 Credits)

Schedule:

TR 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

50

Lottery Enrollment Course Data can be a compelling inspiration and guide for action in education. But too often the power of data is lost because we ask the wrong questions, share facts instead of stories, ignore or misuse existing research, or work within an organizational culture that doesn't promote learning. In this course, students will learn how to address all of these challenges. They will learn how to use theories of action to develop strong research questions about diagnosis, implementation, and impact; how to tell a verbal and visual story with data; how to frame numbers to inspire change; and how to strengthen the conditions for learning in organizations. This course complements introductory and advanced statistics courses by building skills in communicating with data and applying it to social challenges. It is appropriate for students who anticipate doing analytical or organizational improvement work in future roles or who will manage or lead such staff.

Prerequisites: EVI101 and one semester of statistics (S012 or equivalent) are required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	project-based learning
HGSE: Content	strategic planning
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	diagnose complex problems
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	think strategically
HGSE: Content	process improvement
HGSE: Competencies	create data visualizations
HGSE: Content	organizations
HGSE: Content	data analysis

Attribute	Value(s)
HGSE: Content	program evaluation
HGSE: Content	descriptive statistics
HGSE: Competencies	understand data
HGSE: Competencies	make policy recommendations
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	statistics
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	peer learning

Education S061 Section: 1

Statistical and Psychometric Methods for Educational Measurement (180870)

Andrew Ho

2025 Spring (4 Credits)

Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

This is a survey course on quantitative methods for educational measurement. Students will learn and apply techniques essential for the design and analysis of modern 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, national, and international assessments for formative, summative, and evaluative purposes. During the first half of the course, students will learn methods from readings and lectures and apply methods to complete data analytic assignments. In the second half, methods training will continue, with greater emphasis on reading and critiquing recent research in educational measurement. For their final project, students will develop a research proposal that has promise for advancing the field.

Prerequisites: S-052 or at least two semesters of applied statistics that includes estimation of logistic regression and multilevel models, with software, and in applied contexts. Students who have not passed S-052 must discuss their previous training with the instructor before or at the first class meeting. 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: Doctoral students should enroll into section 2 of S061.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Competencies	design a survey instrument
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	lab sessions
HGSE: Competencies	use quantitative-research software

Attribute	Value(s)
HGSE: Content	student achievement
HGSE: Pedagogy	team-based learning
HGSE: Content	research methods
HGSE: Content	assessment
HGSE: Content	statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
HGSE: Content	advanced quantitative methods
HGSE: Content	accountability
HGSE: Competencies	develop research questions
HGSE: Content	testing
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	lecture

Education S061 Section: 2

Statistical and Psychometric Methods for Educational Measurement (180870)

Andrew Ho

2025 Spring (4 Credits)

Schedule:

W 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

20

This is a survey course on quantitative methods for educational measurement. Students will learn and apply techniques essential for the design and analysis of modern 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, national, and international assessments for formative, summative, and evaluative purposes. During the first half of the course, students will learn methods from readings and lectures and apply methods to complete data analytic assignments. In the second half, methods training will continue, with greater emphasis on reading and critiquing recent research in educational measurement. For their final project, students will develop a research proposal that has promise for advancing the field.

Prerequisites: S-052 or at least two semesters of applied statistics that includes estimation of logistic regression and multilevel models, with software, and in applied contexts. Students who have not passed S-052 must discuss their previous training with the instructor before or at the first class meeting. 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:

This section is for doctoral students only. All other students should enroll into section 1 of S061.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	assessment
HGSE: Pedagogy	lecture
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lab sessions
HGSE: Competencies	use quantitative-research software
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Competencies	design a survey instrument
HGSE: Content	data analysis
HGSE: Content	research methods
HGSE: Competencies	create data visualizations
HGSE: Content	accountability
HGSE: Content	statistics
HGSE: Content	testing
HGSE: Content	advanced quantitative methods
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	problem sets
HGSE: Content	student achievement

Education S105 Section: 01

Philosophy of Education (180883)

Catherine Elgin

2024 Fall (4 Credits)

Schedule:

M 0830 AM - 1000 AM

W 0900 AM - 1000 AM

Instructor Permissions: Instructor

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)
HGSE: Content	ethics
HGSE: Pedagogy	peer learning
HGSE: Competencies	synthesize readings
HGSE: Content	social justice
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	deliver a lesson
HGSE: Competencies	analyze arguments
HGSE: Competencies	write a research/analytic paper

Education S121 Section: 01

Art and Understanding (180887)

Catherine Elgin

2024 Fall (4 Credits)

Schedule:

T 0830 AM - 1000 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Lottery-based Enrollment This seminar is a philosophical inquiry into the relationship of the arts to understanding and education. 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? Should the study of the arts be integral to education? What might the arts contribute that other disciplines do not? To answer this question requires investigating nature and functions of art, the nature and functions of understanding and the roles of education in advancing understanding. Two papers are required.

Prerequisites: Although no previous experience with philosophy or the arts is required, students should be interested in thinking deeply about how and why one engages with the arts.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	philosophy
HGSE: Content	arts
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	synthesize readings
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	analyze arguments

Education S150 Section: 1

Advancing the Public Understanding of Education: Election Edition (180889)

Joe Blatt

2024 Fall (4 Credits)

Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

Lottery-Based Enrollment Popular notions of education are shaped by the words and images that reach us through the media--the stories, graphic or boring, accurate or misleading, depressing or inspiring, told in movies and television shows, novels, memoirs, news reports, websites, and blogs. What pictures emerge from this brew of popular culture and journalism? And what can educators do to promote a richer appreciation for the purposes and possibilities of education?

This seminar is an investigation into the public understanding of K-12 education, its sources and its susceptibility to change. Because education is dependent on public funding, and subject to political control, it is vital for educators to participate in shaping public perceptions.

We will study cases from American media, examine initiatives in other domains such as science and fine arts, and learn from contrasting international examples. We will then consider how information and persuasion can change people's understanding. Drawing on cognitive and social psychology research, and on the empirical experience of professionals, we will identify powerful levers for helping people discover more sophisticated views of education.

In this special "Election Edition" you will have the opportunity to write the education platforms that major parties should have adopted for the fall U.S. national election. Then, as a culminating project, you will create an original communication to enhance public understanding in an area of special interest to you. Your project may take any form that interests you, such as a newspaper or magazine story, blog, short video, or treatment for a feature film or television program.

You will learn how to create and critique written and visual accounts; how to design for particular audiences and objectives; how to make diversity a fundamental component of the communications process; and how to gauge the impact of public understanding initiatives.

Permission of instructor required. Enrollment is limited to 16, selected by lottery.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	advocacy
HGSE: Content	causal reasoning
HGSE: Content	motivation
HGSE: Competencies	debate
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	examine trends
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	psychology
HGSE: Competencies	make policy recommendations
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	civic engagement
HGSE: Competencies	conduct an interview
HGSE: Content	innovation
HGSE: Competencies	write an op-ed
HGSE: Content	decision-making
HGSE: Pedagogy	discussion sections
HGSE: Competencies	collaborate
HGSE: Pedagogy	multimedia projects
HGSE: Content	values
HGSE: Content	media
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	design thinking

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	synthesize readings
HGSE: Content	community
HGSE: Content	philosophy
HGSE: Competencies	democracy
HGSE: Competencies	write a literature review
HGSE: Competencies	analyze arguments
HGSE: Content	arts
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	informal learning
HGSE: Pedagogy	research project
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	readings

Education S204 Section: 1

Behind the Numbers: Engaging with Quantitative Data in Global Education (224724)

Abhinav Ghosh

2025 Spring (2 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

In today's global education landscape, quantitative data plays a pivotal role in research, practice, and policy. This six-week module provides a deeper engagement with such data through an exploration of its social, cultural, and political dimensions. What potent possibilities do quantitative tools and data offer in education? How does data in education challenge or exacerbate systemic inequities? How might statistics often conceal their underlying assumptions and biases? How can we ethically use or reimagine quantitative data to promote social justice? By grappling with these questions and other similar tensions, this module explores the ways in which such data both mirrors and molds our world. Each week, we will look at quantitative data through a new lens, engage with diverse perspectives on it, and apply our learnings to dissect example cases such as the 'global learning crisis', the 'achievement gap', or the 'pandemic learning loss'. This module will support learners in developing their critical data literacy as well as provide them with a toolkit to analyze the usage of numbers, statistics, and measurement in their own areas of interest. Course readings will include an eclectic combination of conceptual and empirical papers, non-academic writings, and media articles from various contexts around the globe. This module would be of interest to learners with both quantitative and qualitative inclinations – particularly researchers interested in nuanced data interpretations and social justice issues, practitioners aspiring for using data responsibly, as well as policy enthusiasts striving for better data-driven decisions.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	debate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	understand data
HGSE: Content	global/international context
HGSE: Content	social contexts
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Content	critical theory
HGSE: Content	politics

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Content	data analysis
HGSE: Content	statistics
HGSE: Pedagogy	readings
HGSE: Content	culture
HGSE: Content	qualitative research
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	synthesize readings

Education S290 Section: 1

Applied Causal Inference in Education Research (180895)

Eric Taylor

2025 Spring (4 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The focus of this seminar is applied econometric methods for answering causal questions. The course is organized around several common strategies in applied causal inference: experiments, difference-in-differences, event studies, regression discontinuity, instrumental variables, conditional independence arguments, etc. The primary goal of the course is to develop skills for producing academic papers with convincing causal claims. The convincingness of a causal claim depends on several inputs which will be themes of the course: statistical methods, social science theory, institutional details, logical reasoning, good writing, etc.

Enrollment is limited to Ph.D. students except by permission of instructor. 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.

Additional Course Attributes:

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

Education S305 Section: 01

Slow Looking: The Art and Practice of Learning through Observation (180904)

Christina Smiraglia

2025 Spring (2 Credits)

Schedule:

MTWRF 1200 PM - 0330 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

Slow looking involves taking the time to carefully observe more than is initially apparent. It happens anywhere people take a generous amount of time to explore the world closely—in museums, in classrooms, in laboratories, and in everyday experience. Slow looking involves the capacity to observe details, to defer interpretation, to make careful discernments, to shift between different perspectives, to be aware of subjectivity, and to purposefully use a variety of strategies to move past first impressions. This course explores slow looking as a unique mode of learning. Through the course text, discussions, immersive experiences, and local site visits, students will explore such questions as: What is slow looking and how does

it compare to other forms of learning? What are its distinctive outcomes, and how can they be recognized, encouraged, and documented? Much of the course involves visual observation, and we acknowledge that the term 'slow looking' uses the vernacular of the visual. However, observation occurs through all the senses, and the course aims to honor the multisensory possibilities of observational learning.

Enrollment is limited to 20 given the physical capacity of the site visits. Students across the University from all disciplines and backgrounds are encouraged to apply. Auditing is not permitted given the experiential and collaborative nature of the class. To apply, please submit a course petition in my.harvard.edu, including a brief description of your relevant background and interest/s in the course petition comment area.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 11:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Content	out-of-school time
HGSE: Content	informal learning
HGSE: Pedagogy	team-based learning
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
HGSE: Pedagogy	peer learning
HGSE: Competencies	design a lesson
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	museums
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	project-based learning
HGSE: Content	arts
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education S311 Section: 01

Contemporary Art in Early Childhood (220693)

Louisa Penfold

2024 Fall (4 Credits)

Schedule:

M 0430 PM - 0545 PM

T 0200 PM - 0400 PM

Instructor Permissions: Instructor

Enrollment Cap:

27

Lottery-Based Enrollment This course examines the potential of modern and contemporary art in young children's learning today. We will explore the history of visual art in childhood theories including Froebel, Montessori, Reggio Emilia, as well as its positioning in public school education curriculum in the United States. How is creativity defined, and why is it important in education? How can the experimental practices of

contemporary artists and designers be used to actively support children's learning? How can we evaluate children's learning through art? How can we challenge the euro-centric canon of art history to position diverse contemporary artists as central in education? Each week we will engage in a 1 hour 15 minute theoretical workshop in which we will discuss, debate, and reflect on education theories outlined in the readings and make connections with the overarching course questions. You will then participate in a 2-hour studio workshop in which you will learn about contemporary artists, experiment with art materials, and explore 'pedagogical curation' - a strategy that can be used to design learning environments that connect contemporary art practices and children's play. This strategy includes practical steps for sourcing materials, researching artists, and scaffolding learning through the selection of materials, tools, vocabulary, and techniques. Through group discussions, readings, art museum visits, and hands-on making, students will gain a rigorous understanding of innovative theories and practices for integrating contemporary art into early childhood education. The course also features guest presentations from artists, curators, and early childhood experts who will share case studies from the field. This course is ideal for graduate students studying the Early Childhood and Arts and Learning concentrations. Enrollment is limited to 27 students.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a lesson
HGSE: Pedagogy	curriculum-design project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	museums
HGSE: Content	early childhood
HGSE: Competencies	deliver a lesson
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	experiential learning
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	classroom instruction
HGSE: Pedagogy	field-based project
HGSE: Content	arts
HGSE: Content	pedagogy
HGSE: Content	learning and teaching
HGSE: Content	informal learning
HGSE: Pedagogy	reflective writing
HGSE: Limited Enrollment	XREG Allowed

Education S312 Section: 1

Practices in Community and Public Art (223869)

Raquel Jimenez

2024 Fall (4 Credits)

Schedule:

W 0430 PM - 0715 PM

F 1030 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

25

Arts education has a vital role to play in fulfilling the full promise of education in a pluralistic democracy. Through the arts, we engage in symbolic practices that help us make sense of our experiences, build community connections, and begin to imagine and enact collective futures.

Students in this course will build upon these propositions to establish HGSE's Public and Community Art Commission, a student organization responsible for leading participatory arts experiences at HGSE. This year, HGSE's Public and Community Art Commission will partner with the Harvard Art Museums to 1) design community artmaking workshops in connection with the Museum's Art and Identity in a Global Nation exhibit, 2) curate a satellite exhibit at HGSE, and 3) investigate the role of the arts in challenging xenophobic notions of national identity. To support these activities, students will draw on the theoretical foundations of art and culture to foster dialogue across lines of difference and will gain familiarity with a broad range of arts organizing tasks—from learning design and community engagement to documentation and exhibit planning. Ultimately, this course is intended to equip students with deepened understandings about how arts practices can support the holistic aims of education and with hands-on leadership and learning design experience.

Note: This class is a required pre-requisite for S375: Arts and Cultural Organizing Intensive in San Juan, Puerto Rico. To enroll in this course, you must submit an application. No prior arts experience is necessary to join this course, but enrollment will be capped at 25.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	arts
HGSE: Content	partnerships
HGSE: Content	career development
HGSE: Content	museums
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	project-based learning
HGSE: Competencies	facilitate group process
HGSE: Content	identity
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	experiential learning
HGSE: Competencies	build partnership
HGSE: Pedagogy	field-based project
HGSE: Content	instructional design
HGSE: Content	community
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
HGSE: Pedagogy	team-based learning

Education S370 Section: 1

Transformative Leadership in Arts & Learning: Centering Justice and Collective Action (223014)

Marian Brown

2025 Spring (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course examines systems leadership and collective action in creating and sustaining equitable [arts] leadership praxis. We will explore core facets of cultural equity, creative justice, emergent strategy, systems

leadership and collective action, applying them to historical and present ideologies and definitions of leadership. Learners will examine their taught and embodied definitions of leadership through an intersectional and social justice lens, working towards both collective and personal definitions that apply to their life and work.

Guiding questions include: Who has traditionally defined what a "leader" is and looks like? What does leadership mean to me? Where are these beliefs and definitions rooted? What can we learn from collective (and collectivist) leadership models? How does leadership inform justice and equity? What aspects of leadership do I want to learn, stretch and grow into?

Through group discussions, readings, and visits to local arts and culture organizations, students will gain a rigorous understanding of innovative theories and practices in equitable leadership, and arts management, at large. The course will also feature local arts and culture sector leadership, as well as independent artists, sharing from the field. This course is ideal for graduate students who are currently, or aspire to be, [arts and culture] leaders.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Content	nonprofits
HGSE: Content	career development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	field-based learning
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	E&O Electives
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
HGSE: Content	critical theory
HGSE: Content	leadership
HGSE: Content	arts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	leadership
HGSE: Content	community
HGSE: Content	accountability

Education S375 Section: 1

Arts and Cultural Organizing Intensive in San Juan, Puerto Rico (224911)

Raquel Jimenez

2025 Spring (2 Credits)

Schedule:

MTWRF 0100 PM - 0400 PM

Instructor Permissions:

Instructor

Enrollment Cap:

10

The arts play a crucial role in advancing struggles for social change in settings across the globe. Through the arts, people create self-determined stories and visions of public life, forge solidarities across lines of difference, and learn to organize new publics. This course will provide students with an opportunity to deepen their understandings of the role of the arts in fueling movements for freedom and self-determination through a cultural organizing intensive in San Juan, Puerto Rico. Students in this course will draw on practices in community and public art to engage with artists and educators in Puerto Rico and will

co-develop a community engagement project with cultural partners in Puerto Rico. In the process, students will learn about the history and culture of Puerto Rico and will gain valuable insight into how collaborative arts education practices can be organized to support struggles for social change.

Please note: Enrollment for this course is limited to ten students. Students interested in taking this course must successfully complete S312. Instructor permission is required to enroll.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 12:00pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	culture
HGSE: Content	arts
HGSE: Competencies	write an op-ed
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	civic engagement

Education S417 Section: 1

Social Relationships and Networks in School Organizations (180243)

Ebony Bridwell-Mitchell

2025 Spring (4 Credits)

Schedule:

MTWRF 1000 AM - 0400 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

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.

Permission of instructor required. Enrollment is limited to 24. Enrollment procedure will be posted on the course website.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 9:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

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

Education S501Y Section: 01

Researching in Community: Intergenerational Participatory Action Research for Educational Justice (180926)

Gretchen Brion-Meisels

2024 Fall (4 Credits)

Schedule:

R 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Critical participatory action research (CPAR) is a form of critical, collective inquiry that provides youth and adults with opportunities to identify concerns that impact their lives, to gather and analyze data about these issues, and to take collective action to create more just communities. Described by Michele Fine & María Elena Torre (2019) as, "research rooted in politics, power, participation, and a deep appreciation of knowledge, created in conditions of oppression and mobilized for social action," CPAR projects are rooted in the teachings of popular education, democratic participation, and critical/feminist theories. Coming together around a common concern, CPAR researchers strive to name and explore the different ways in which positionality, context, and power impact their findings. There is a growing body of evidence that schools, community-based organizations, educators, and adolescents themselves are nurtured by benefit from this form of inquiry.

This course will provide students with an introduction to CPAR in school and community settings by immersing students in the process itself. We will begin by looking at theoretical and empirical arguments about the importance of critical, collective, intergenerational inquiry, as well as different frameworks for engaging in this work. We will then explore three broad contexts in which intergenerational collective inquiry often occurs: (1) school-based reform initiatives; (2) arts-based social justice initiatives; and (3) community-based intergenerational organizing. Finally, we will engage in the CPAR process, partnering with community-based folk to design and implement a critically oriented research study.

S501Y must be taken along with S502Y as an 8-credit, yearlong course. All students will partner with a group of young people in a school or community-based organization to complete a critical participatory action research project. This class prioritizes rigorous self-reflection as a pedagogical practice; students should expect to explore their own identities and ways of knowing both individually and in community. Similarly, this course centers on critically oriented, community-based research methods; students should be interested in explicitly engaging a power analysis in their work.

Permission of instructor required. Enrollment is limited to 30. Students enrolled at HGSE given preference. All interested students should attend course previews and/or contact the instructor to obtain an application for the course. The application will ask you to share information about your prior work with children/adolescents (e.g. teaching/youthwork) and your prior experience with research (although research experience is not required). It will also ask you to reflect on prior cross-cultural experiences and the ways in which your own identity may impact your work in communities. (All students who apply to take the course will be notified about their enrollment status 24 hours after the application deadline.)

Students who enroll in the course will be expected to engage in a yearlong research project in collaboration with community- or school-based youth and/or adult partners who are interested in studying an aspect of equity/inequity within their community. This work will require local travel to school or community sites.

Projects will be pre-identified (by the teaching team) and community-based partners will become semi-regular members of our classroom community.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
HGSE: Competencies	E&O Electives
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	experiential learning
HGSE: Content	critical theory
HGSE: Content	relationships
HGSE: Content	community
HGSE: Competencies	analyze arguments
HGSE: Content	social justice
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Content	diversity equity inclusion
HGSE: Content	civic engagement
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	peer learning
HGSE: Competencies	build partnership
HGSE: Content	culture
HGSE: Content	action research
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	create data visualizations
HGSE: Competencies	collect qualitative data
HGSE: Content	identity
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	risk prevention/intervention
HGSE: Competencies	develop research questions
HGSE: Pedagogy	field-based project
HGSE: Content	qualitative research

Education S502Y Section: 01

Researching in Community: Intergenerational Participatory Action Research for Educational Justice (216676)

Gretchen Brion-Meisels

2025 Spring (4 Credits)

Schedule:

R 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Critical participatory action research (CPAR) is a form of critical, collective inquiry that provides youth and adults with opportunities to identify concerns that impact their lives, to gather and analyze data about these issues, and to take collective action to create more just communities. Described by Michele Fine & Maria Torre (2019) as, "research rooted in politics, power, participation, and a deep appreciation of knowledge, created in conditions of oppression and mobilized for social action," CPAR projects are rooted in the

teachings of popular education, democratic participation, and critical/feminist theories. Coming together around a common concern, CPAR researchers strive to name and explore the different ways in which positionality, context, and power impact their findings. There is a growing body of evidence that schools, community-based organizations, educators, and adolescents themselves are nurtured by benefit from this form of inquiry.

This course will provide students with an introduction to CPAR in school and community settings by immersing students in the process itself. We will begin by looking at theoretical and empirical arguments about the importance of critical, collective, intergenerational inquiry, as well as different frameworks for engaging in this work. We will then explore three broad contexts in which intergenerational collective inquiry often occurs: (1) school-based reform initiatives; (2) arts-based social justice initiatives; and (3) community-based intergenerational organizing. Finally, we will engage in the CPAR process, partnering with community-based folk to design and implement a critically oriented research study.

S501Y and S502Y must be taken together as an 8-credit, yearlong course. All students will partner with a community-based organization or group of community members to complete a critical participatory action research project. This class prioritizes rigorous self-reflection as a pedagogical practice; students should expect to explore their own identities and ways of knowing both individually and in community. Similarly, this course centers on critically oriented, community-based research methods; students should be interested in explicitly engaging a power analysis in their work.

Permission of instructor required. Students may not enroll in S502 unless they have completed S501 during the fall semester.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	critical theory
HGSE: Competencies	collaborate
Blue Course Evaluations	ALL
HGSE: Content	research methods
HGSE: Content	diversity equity inclusion
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	field-based project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	engage in difficult conversations
HGSE: Content	qualitative research
HGSE: Competencies	create data visualizations
HGSE: Content	identity
HGSE: Competencies	collect qualitative data
HGSE: Competencies	practice equity and inclusion
HGSE: Content	action research
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze arguments
HGSE: Content	community
HGSE: Content	social justice
HGSE: Content	relationships
HGSE: Competencies	build partnership
HGSE: Competencies	analyze qualitative data
HGSE: Content	culture
HGSE: Content	civic engagement
HGSE: Pedagogy	reflective writing

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	small-group discussion

Education S504 Section: 01

Introduction to Qualitative Research (180927)

Irene Liefshitz

2024 Fall (4 Credits)

Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This introductory course supports doctoral students in gaining experience and familiarity with the foundational theories and implementation of research methods characteristic of qualitative research. Students explore the basic mechanics of qualitative research, as well as ways in which forms of qualitative research are fundamentally grounded in theories of knowledge, theories of the social world, and traditions of practice. Emphasis is placed on the conceptual and empirical decisions underlying various iterative and interacting facets of qualitative inquiry such as: articulating a researchable problem, the development of research questions, collecting/ analyzing data, creating data analytic techniques, analyzing data, considering threats to validity, and communicating findings in professional genres of scholarship. Throughout the course, we will pay attention to the ongoing ethical decisions and relationships that qualitative researchers engage as they conceptualize, design, and conduct research.

Permission of instructor required. Enrollment is limited to first-year Ph.D. students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	peer learning
HGSE: Content	research methods
HGSE: Pedagogy	reflective writing
HGSE: Competencies	analyze qualitative data
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	identity
HGSE: Content	culture
HGSE: Pedagogy	research project
HGSE: Content	qualitative research
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research proposal
HGSE: Competencies	develop research questions
HGSE: Competencies	conduct an interview
HGSE: Competencies	collect qualitative data
HGSE: Content	research ethics

Education S507 Section: 1

Interviewing in Qualitative Research (180929)

Sarah Dryden-Peterson

2025 Spring (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: Instructor Enrollment Cap: n/a

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 set in a common research site. Interviewing can be thought of as a conversation in relationship, an inherently interpersonal and social enterprise. Students will build relationships with research participants that span from initiating the research to collecting data to discussing analyses to reporting on findings. We will discuss ethical issues in qualitative research and consider how researcher positionality, identity, and power between the researcher and participants influence research processes. Students will have the opportunity to develop their own personal approach to interviewing in the context of a democratic learning community, where we support each other's development as researchers.

Permission of instructor required. Enrollment is limited. HGSE Ph.D. students given preference. Course may only be taken on a Satisfactory/No Credit basis.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S510F Section: 1

Qualitative Research Methods in Practice (205892)

Liz Duraisingh

2024 Fall (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

What does the process of conducting qualitative research look like? How can qualitative research tools and approaches be incorporated into everyday practice? How does one craft research questions, collect and analyze data, and make appropriate claims about findings? This introductory module is designed for those who are interested in incorporating qualitative research techniques or dispositions into their work as practitioners, as well as for students considering future careers in research. It does not presuppose prior experience or familiarity with qualitative research methods. The module follows a workshop-style format and involves working in small groups.

No prerequisites.

Class Notes:

This course meets on alternate Thursdays through out the semester and does not clash with T422, which is taught by the same instructor. The sessions for this class will be held on Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, and Dec 5 (the final session is a shorter session for final presentations).

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collect qualitative data
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	experiential learning
HGSE: Content	research ethics
HGSE: Pedagogy	research project
HGSE: Competencies	analyze qualitative data
HGSE: Content	ethics
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Content	qualitative research
HGSE: Content	data analysis
HGSE: Content	research methods
HGSE: Competencies	develop research questions

Education S510M Section: 01

Qualitative Research Seminar (218856)

Irene Liefshitz

2025 Spring (2 Credits)

Schedule:

T 0130 PM - 0245 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course provides a faculty-led collaborative learning experience for students in the data collection, data analysis, and/or narrative composition phases of a qualitative research project. Seminar members will engage in a workshop-style seminar where we take turns discussing the dilemmas of our works-in-progress, offer feedback and constructive critique, and enrich our qualitative research skills and knowledge. Seminar members could bring in drafts of interview protocols, observation protocols or other data collection instruments; transcripts of interviews, field notes, or interpretive memos; samples of coded texts, tentative outlines, draft diagrams, or tables; and drafts of any portion of a research narrative (article, dissertation chapter, etc.) or talk/presentation. In addition to sharing their work, seminar members will be asked to provide a focus for the feedback they want and/or a clear articulation of the dilemma(s) to resolve. Course members commit to thoroughly engaging with colleagues' work, preparing feedback and questions to provoke further thinking, and reflecting on processes that help collective and individual learning.

Pre-requisite: Students must be currently in the data collection, data analysis, and/or narrative composition phases of a qualitative research project and eager for a cooperative, critical, and reflective learning community.

Additional Course Attributes:

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

Education S513 Section: 1

Introduction to Qualitative Program and Policy Evaluation (205528)

Lynne Sacks

2025 Spring (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Why is an intervention that was successful in a pilot program faltering in the broader rollout? What are the enablers of and barriers to implementing a new statewide policy? How do students and teachers perceive the effectiveness of a targeted education program? How can we ensure the voices and lived experiences of those whom a program serves are reflected in evaluation? Qualitative research, either as a sole methodology or in tandem with quantitative research, often plays a central role in education program evaluation and policy development. While quantitative research can show whether there is a relationship between programs and outcomes, it cannot answer why or how, or offer insight into the process of implementation. This course will provide students with a comprehensive introduction to qualitative program and policy evaluation and is appropriate both for consumers and producers of research. Class time will include a mix of discussion, group activities and short lectures. A key element of the course will be a group research project conducted in partnership with an organization or government agency.

No prerequisites. No prior experience with qualitative research required. Both master's and doctoral students are welcome to take this course as well as students at other Harvard graduate schools.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use qualitative-research software
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S515 Section: 01

Emancipatory Inquiry: Listening, Learning, and Acting for Social Change (205604)

Aaliyah El-Amin

2024 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

19

Throughout history, individuals, scholars, social justice movements, and social justice organizations have leveraged disciplined inquiry or research to highlight untold stories, illuminate goodness, expose systems of power and colonialism, and offer pathways to greater justice and freedom. Yet, we often do not provide educators or doctoral students with research methodology training oriented to these aims, even though research frameworks that prioritize justice-based action are particularly critical in our current global context. Nor do we offer educators in the field or doctoral students with research methodology training beyond those traditionally accepted in the Western Canon.

Grounded in Critical Theory, with an emphasis on feminist theory, queer theory, disability theory, Black Crit, and decolonial theory, this survey course aims to introduce all educators (teaching artists, teachers, school leaders, counselors, and educators working in non-profit organizations) and doctoral students to a strand of qualitative research approaches that fall under the broad umbrella of emancipatory research. These collective ways of exploring questions and gathering knowledge seek to explicitly address power, inequalities, and injustice and prioritize the human interactions in research-based inquiry. Overall, emancipatory research approaches ask: How do we engage in research in ways that center relationships, elevate agency, and considers power dynamics? How are we attentive to who and what is included/excluded in research? How do we expand what is considered knowledge and who generates it? Finally, emancipatory research approaches seek to ensure that any information gathered is used to advance a more just society. Through practice-based and exploratory model, this course will cover the following methodologies: arts-based inquiry, narrative inquiry/storytelling, walking methodologies, and critical community-based/participatory action research. Ultimately, this course seeks to overview the theoretical foundations

and practical steps of emancipatory research approaches to knowledge creation and knowledge sharing. As a final project, students will either complete an original inquiry project investigating a justice-oriented question rooted using the philosophies or methods of the course or write a proposal for an inquiry project they hope to complete in the future.

Permission of instructor and application required. Enrollment is limited to 19. The enrollment procedure will be posted on the course website. This course fulfills the E&O elective course requirement.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Competencies	collaborate
HGSE: Competencies	analyze qualitative data
HGSE: Content	action research
HGSE: Content	critical theory
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Content	qualitative research
HGSE: Pedagogy	research project
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	project-based learning
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	experiential learning
HGSE: Content	research methods
HGSE: Content	teachers
HGSE: Competencies	conduct an interview
HGSE: Competencies	E&O Electives
HGSE: Content	social justice
HGSE: Pedagogy	reflective writing

Education S575Y Section: 01

Writing a Publishable Paper I (203684)

Heather Hill

2025 Spring (2 Credits)

Schedule:

F 0900 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

This course is only available to HGSE Doctoral Students This course is designed to help HGSE 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. We will devote a portion of every class to the writing process. This is a year-long course divided into spring and fall modules, with a meeting schedule tailored to meet the needs of data collection and analysis. S-575Y will meet in the spring, S-576Y will meet late fall, and there will be at least two additional class meetings in between. The hope is that most students will design the research and receive permission from CUHS during the early spring, conduct data collection and begin analysis in the late spring and summer, and then finish the paper in the fall. To receive credit for S-576Y, the paper must be submitted to a journal. Students with quantitative projects welcome to apply. Interested students must meet with Heather Hill prior to entry into the course.

Permission of instructor required. Enrollment limited to 15.

Additional Course Attributes:

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

Education S575Y Section: 1

Writing a Publishable Paper I (203684)

Heather Hill

2025 Spring (2 Credits)

Schedule:

F 0900 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

This course is only available to HGSE Doctoral Students This course is designed to help HGSE 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. We will devote a portion of every class to the writing process. This is a year-long course divided into spring and fall modules, with a meeting schedule tailored to meet the needs of data collection and analysis. S-575Y will meet in the spring, S-576Y will meet late fall, and there will be at least two additional class meetings in between. The hope is that most students will design the research and receive permission from CUHS during the early spring, conduct data collection and begin analysis in the late spring and summer, and then finish the paper in the fall. To receive credit for S-576Y, the paper must be submitted to a journal. Students with quantitative projects welcome to apply. Interested students must meet with Heather Hill prior to entry into the course.

Permission of instructor required. Enrollment limited to 15.

Additional Course Attributes:

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

Education S576Y Section: 1

Writing a Publishable Paper II (203685)

Heather Hill

2024 Fall (2 Credits)

Schedule:

F 0900 AM - 1115 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

This module is second in a series designed to help HGSE doctoral 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. Other topics will include building professional knowledge, including about how to choose journals, the journal review process, whether/when to attend conferences. Finally, we will devote a portion of every class to the writing process. To receive credit for S-575Y and S-576Y, the finished paper must be submitted to a journal. Permission of instructor required. Limited to Ph.D. students. Prerequisites: suitable topic; willingness to receive and give critical feedback. Interested students are strongly encouraged to contact Professor Hill via email (heather_hill@gse.harvard.edu) 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.

Requirements: Enrollment in this course requires completion of S575.

Additional Course Attributes:

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

Education S582 Section: 1

Research Partnerships for Improving Education (223016)

Susan Dynarski

2024 Fall (2 Credits)

Schedule:

MW 0830 AM - 0945 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Researcher-practitioner partnerships have generated actionable insights into how to improve education. HGSE faculty, students, and alumni are engaged in productive partnerships in educational settings across the world. In this class, we will learn how to work productively and wisely as practitioners in research partnerships. We will develop both procedural knowledge (IRB training, MOUs, data use agreements, grant funding, administrative data) and analytical skills (interpreting research, communicating findings in accessible language)

The course is designed for masters' students who plan to work in the field of education as practitioners, planners, and policy advisors.

Enrollment Note: The course assumes concurrent enrollment in S012, S040, or a basic knowledge of statistics. Students (with sufficient statistical preparation) who want to focus on research design and statistical analysis in their careers can enroll in S598: Design and Analysis of Field Experiments in Education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	research ethics
HGSE: Content	program evaluation
HGSE: Competencies	understand data
HGSE: Pedagogy	readings
HGSE: Content	causal reasoning
HGSE: Pedagogy	guest speaker(s)

Attribute	Value(s)
HGSE: Content	evaluation
HGSE: Content	research methods
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze student data
HGSE: Content	partnerships
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	build partnership
HGSE: Content	descriptive statistics
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S585 Section: 1

Found Questionable: Identifying and Refining Research Questions (224904)

Sebastian Munoz-Najar Galvez

2024 Fall (4 Credits)

Schedule:

M 1030 AM - 1145 AM

R 0300 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

This course guides students through the initial steps of designing a research project; from research interest to research question. Students will learn how to define empirical puzzles—those that ask why a social situation is the way it is—and use them to formulate theoretical puzzles that address broader issues. Students will practice iteratively refining the scope of their research questions by systematically collecting and organizing background information on a social situation of interest. This practice will benefit students who wish to develop and refine research questions for a current or future project (e.g., research paper, dissertation proposal, field statement, research agenda, etc.).

Course Notes: Limited to 20 students, instructor consent required. Please see the course Canvas website for instructions on how to apply for permission to enroll in the course.

Class Notes:

Please share one paragraph about an academic writing milestone you are working towards this semester. What kinds of academic papers and/or books will you be reading for your milestone? Course will be limited to 20 students.

Additional Course Attributes:

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

Education S598 Section: 1

Design and Analysis of Field Experiments in Education (223015)

Susan Dynarski

2024 Fall (4 Credits)

Schedule:

MW 0830 AM - 0945 AM

Instructor Permissions: None

Enrollment Cap:

n/a

In this class we will learn how to plan, run, analyze, and interpret randomized field experiments. We will focus on both the science and practicalities of randomized trials in real-world settings.

The first half of the semester will focus on research design and statistical analysis. Basic knowledge of statistics, including regression analysis, is assumed.

In the second half of the semester we will learn about the practicalities of research partnerships: IRB training, MOUs, data use agreements, grant funding, and administrative data. We will meet jointly in this part of the semester with masters' students enrolled in the module EDU-S582 Research Partnerships for Improving Education.

Enrollment Note: Master's students require the permission of the instructor to enroll in this semester-long course. Those who do not meet the statistical prerequisites for this full-semester class can instead enroll in the second half of the course, EDU-S582 Research Partnerships for Improving Education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze student data
HGSE: Content	data analysis
HGSE: Pedagogy	problem sets
HGSE: Competencies	write a research proposal
HGSE: Pedagogy	research project
HGSE: Content	evaluation
HGSE: Competencies	create data visualizations
HGSE: Competencies	diagnose complex problems
HGSE: Content	causal reasoning
HGSE: Content	descriptive statistics
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	apply economic concepts
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods
HGSE: Competencies	develop research questions
HGSE: Competencies	build partnership
HGSE: Pedagogy	readings
HGSE: Content	program evaluation
HGSE: Pedagogy	experiential learning
HGSE: Content	research ethics
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S800 Section: 01

Ph.D. in Education Proseminar (180976)

Sarah Dryden-Peterson

2024 Fall (4 Credits)

Schedule:

M 1000 AM - 1145 AM

W 1000 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This is the one course all PhD students in Education must take. It is an intensive seminar designed to enable all first-year Ph.D. in Education students to describe, analyze, and assess key questions, texts, ideas, and approaches to educational scholarship. The goal is to provide students an intellectual foundation for developing their understandings about the field of education, who they are as researchers and educators, and who their community will be as they learn more about both over the whole PhD program. We will pay particular attention to the multidisciplinary nature of much educational research, how individual disciplines and theoretical traditions approach educational questions in complementary or contrasting ways, and what roles educational research plays in policy and practice. The course will also attend to the interaction of normative, epistemological, methodological, and empirical dimensions of research. In addition to engaging with a body of knowledge and skills that can support them in their work as education doctoral students and researchers, students will have opportunities to connect the intellectual lenses that we explore collectively in the seminar to their more specific research questions, and to share their individual experiences and expertise with the cohort.

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
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education S801 Section: 01

Culture, Institutions, and Society Core Seminar (180977)

Bianca Baldrige

2025 Spring (4 Credits)

Schedule:

W 0145 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

This seminar will expose students to major strands of theory and research in culture, society, organizations, and institutions as they connect to education. Drawing on key theoretical and empirical readings in education, sociology, political science, history, anthropology, and organizational behavior, students will explore key issues such as the role of education in society, the interplay between structure and agency, the persistence of inequality and the potential to disrupt it, and the educational experiences of individuals and groups. In a collaborative learning community, students will develop broad and deep knowledge of their field of study, situate their developing research interests and motivations, and engage with each other as critical readers, writers, and thinkers.

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/analytic paper
HGSE: Pedagogy	research project
Blue Course Evaluations	ALL
HGSE: Content	immigration
HGSE: Content	diversity equity inclusion
HGSE: Competencies	develop research questions
HGSE: Competencies	write a research proposal
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S802 Section: 01

Human Development, Learning, and Teaching Core Seminar (180978)

Nancy Hill

2025 Spring (4 Credits)

Schedule:

W 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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. The course will allow for small group discussion of classic and more recent research, while simultaneously developing professional and practical skills for presenting, discussing, and conducting scientific research. Drawing on the expertise of HDLT-affiliated faculty, students will grapple with core issues related to learning, development, and teaching, including: questions of mental representation and the cognitive processes that support learning, the acquisition of language and literacy, causal reasoning and epistemic trust, the development of intuitive theories, understanding of mathematics and science, the development of social-emotional processes, memory, and executive function, and factors such as play, natural pedagogy, and early home environments that shape learning and development.

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)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	peer learning
HGSE: Content	metacognition
HGSE: Competencies	develop research questions
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	ALL
HGSE: Content	motivation
HGSE: Content	adult development
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	child development
HGSE: Content	emotional development
HGSE: Content	learning and teaching

Attribute	Value(s)
HGSE: Competencies	write a research article
HGSE: Competencies	write a literature review
HGSE: Content	language and literacy
HGSE: Content	social development
HGSE: Content	developmental psychology
HGSE: Content	adolescent development
HGSE: Competencies	facilitate group process
HGSE: Content	psychology
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Content	cognitive development
HGSE: Content	learning differences
HGSE: Content	classroom instruction
HGSE: Competencies	debate
HGSE: Content	early childhood
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	team-based learning
HGSE: Content	career development
HGSE: Pedagogy	research project
HGSE: Competencies	engage in difficult conversations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	neuroscience
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	write a research proposal

Education S803 Section: 1

Education Policy and Program Evaluation Core Seminar (180979)

Susan Dynarski

2024 Fall (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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).

Required for and limited to first-year Ph.D. students in the Education Policy and Program Evaluation concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Competencies	write a research proposal
HGSE: Content	policy
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Content	program evaluation
HGSE: Pedagogy	research project
HGSE: Content	higher education
HGSE: Content	early childhood
HGSE: Pedagogy	small-group discussion

Education S804 Section: 01

Reading Time for Comprehensive Examination (180980)

Luke Miratrix

2025 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

Permission of instructor required.

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

2024 Fall (2 Credits) Schedule: T 0430 PM - 0630 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

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. Following public seminars, speakers 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. On weeks without a public seminar, the course will also cover specific practical skills and knowledge needed to conduct educational research, including topics such as understanding how school agencies are organized, communicating bad news, working with an institutional review board, protecting student confidentiality, data cleaning, communicating findings to nontechnical audiences, career planning, identifying funding opportunities and grant management. Permission of instructor required. Enrollment is limited to, and required for, Ph.D. students participating in the PIER Fellowship program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a survey instrument

Attribute	Value(s)
HGSE: Content	foundational quantitative methods
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collect quantitative data

Education S806Y Section: 01

Proseminar: Partnership in Education Research (PIER) Fellowship (203672)

Thomas Kane

2025 Spring (2 Credits)

Schedule:

T 0430 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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. Following public seminars, speakers 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. On weeks without a public seminar, the course will also cover specific practical skills and knowledge needed to conduct educational research, including topics such as understanding how school agencies are organized, communicating bad news, working with an institutional review board, protecting student confidentiality, data cleaning, communicating findings to nontechnical audiences, career planning, identifying funding opportunities and grant management.

Permission of instructor required. Enrollment is limited to, and required for, Ph.D. students participating in the PIER Fellowship program.

Requirements: Enrollment in this course requires completion of S805Y.

Additional Course Attributes:

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

Attribute	Value(s)
HGSE: Content	statistics

Education S815Y Section: 01

Doctoral Colloquium (213606)

Luke Miratrix

2024 Fall (1 Credits)

Schedule:

M 1145 AM - 1245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The Doctoral Colloquium 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. The colloquium addresses salient topics and includes presentations of work-in-progress and completed work on topics of mutual and interdisciplinary interests.

First- and second-year Ph.D. in Education students are required to register for the colloquium. 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 the instructor before enrolling.

Additional Course Attributes:

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

Education S816Y Section: 01

Doctoral Colloquium (213607)

Luke Miratrix

2025 Spring (1 Credits)

Schedule:

M 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The Doctoral Colloquium 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. The colloquium addresses salient topics and includes presentations of work-in-progress and completed work on topics of mutual and interdisciplinary interests.

First- and second-year Ph.D. in Education students are required to register for the colloquium. 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 encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from the instructor before enrolling.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	data analysis
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Content	evaluation
HGSE: Competencies	analyze arguments

between 150-500 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

- **Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.
- **Inquiry:** Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.
- **Growth:** Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.
- **Professionalism:** Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

Additional Course Attributes:

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

Education S980A Section: 3

TTL Field Experience (224932)

Noah Heller

2024 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 150-500 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

- **Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.
- **Inquiry:** Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.
- **Growth:** Teacher candidates will be prepared to grow through sustained self-reflection,

engagement with theory and research, and response to feedback.

- Professionalism: Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

Additional Course Attributes:

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

Education S980A Section: 4

TTL Field Experience (224932)

Victor Pereira

2024 Fall (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 150-500 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

- Equity: Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.
- Inquiry: Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.
- Growth: Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.
- Professionalism: Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

Additional Course Attributes:

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

Education S980B Section: 1

TTL Field Experience (224933)

Rosette Cirillo

2025 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: 30

Additional Course Attributes:

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

Education S980B Section: 2

TTL Field Experience (224933)

Eric Soto-Shed

2025 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: 30

Additional Course Attributes:

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

Education S980B Section: 3

TTL Field Experience (224933)

Noah Heller

2025 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: 30

Additional Course Attributes:

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

Education S980B Section: 4

TTL Field Experience (224933)

Victor Pereira

2025 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: 30

Additional Course Attributes:

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

Education S997 Section: 1

Field Experience (180985)

Members of the Faculty

2024 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	discussion sections
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	career development
HGSE: Content	decision-making
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	conduct an interview
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	organizations

Education S997 Section: 1

Field Experience (180985)

Members of the Faculty

2024 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Pedagogy	internship
HGSE: Content	career development
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Content	decision-making
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	identify one's leadership strengths & limitations
All: Cross Reg Availability	Not Available for Cross Registration

Education S997 Section: 1

Field Experience (180985)

Mary O'Neill

2025 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	decision-making
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Pedagogy	internship
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	career development
HGSE: Competencies	conduct an interview
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	discussion sections

Education S997 Section: 1

Field Experience (180985)

Mary O'Neill

2025 Spring (2 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Competencies	make a presentation
HGSE: Competencies	conduct an interview
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Content	career development
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	discussion sections
HGSE: Content	organizations
HGSE: Competencies	collaborate
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	decision-making
HGSE: Pedagogy	internship
HGSE: Pedagogy	experiential learning

Education S997 Section: 1

Field Experience (180985)

Mary O'Neill

2025 Spring (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	career development
HGSE: Content	organizations
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	discussion sections
HGSE: Competencies	make a presentation
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	internship
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Content	decision-making
HGSE: Pedagogy	experiential learning

Education S997 Section: 1

Field Experience (180985)

Members of the Faculty

2024 Fall (2 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 35

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	career development
HGSE: Competencies	collaborate
HGSE: Pedagogy	experiential learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	decision-making
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	organizations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
HGSE: Pedagogy	reflective writing
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	small-group discussion

Education S998 Section: 01

EdLD Leadership Field Seminar (222001)

Mary O'Neill

2025 Spring (2 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Enroll in this practice-based course to gain experience in system level leadership and create a substantive change across a system. Work with an experienced system level leader mentor who will share knowledge and expertise to help develop your skills and abilities as you prepare to join the next generation of system level leaders.

As a complement to Workplace Lab and its focus on sector change, students will work on root cause analysis, problem definitions, theories of action, small wins, building credibility, overcoming resistance, and achieving results that have impact. Students will focus on either the National Professional Standards for Educational Leaders or the Massachusetts Department of Elementary and Secondary Education (MA DESE) Professional Standards for Administrative Leadership

Aspiring transformational sector leaders will demonstrate and practice the knowledge, skills, habits of mind and ability to lead system level change within organizations. They will

- Explore and demonstrate adaptive and technical leadership
- Practice individual leadership and teamwork to develop and implement actionable insights
- Develop mechanisms to solve problems
- Apply frameworks for change to real work challenges
- Design systemic reforms
- Demonstrate entrepreneurial and innovative thought and leadership
- Apply course learnings to in-the-field fellowship contexts
- Extend and enhance professional networks

Complete a 250-hour fellowship and earn 4 credits.

Subject to approval some or all internship hours may count toward the MA DESE requirements for

Administrative Leadership as a Superintendent/Assistant Superintendent.

Education S998 Section: 1

EdLD Leadership Field Seminar (222001)

Mary O'Neill

2024 Fall (2 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: 30

Enroll in this practice-based course to gain experience in system level leadership and create a substantive change across a system. Work with an experienced system level leader mentor who will share knowledge and expertise to help develop your skills and abilities as you prepare to join the next generation of system level leaders.

As a complement to Workplace Lab and its focus on sector change, students will work on root cause analysis, problem definitions, theories of action, small wins, building credibility, overcoming resistance, and achieving results that have impact. Students will focus on either the National Professional Standards for Educational Leaders or the Massachusetts Department of Elementary and Secondary Education (MA DESE) Professional Standards for Administrative Leadership

Aspiring transformational sector leaders will demonstrate and practice the knowledge, skills, habits of mind and ability to lead system level change within organizations. They will

- Explore and demonstrate adaptive and technical leadership
- Practice individual leadership and teamwork to develop and implement actionable insights
- Develop mechanisms to solve problems
- Apply frameworks for change to real work challenges
- Design systemic reforms
- Demonstrate entrepreneurial and innovative thought and leadership
- Apply course learnings to in-the-field fellowship contexts
- Extend and enhance professional networks

Complete a 250-hour fellowship and earn 4 credits.

Subject to approval some or all internship hours may count toward the MA DESE requirements for Administrative Leadership as a Superintendent/Assistant Superintendent.

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2024 Fall (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: 50

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours).

Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In addition to enrolling in S-999, Special Reading and Research, interested students are expected to file an [Independent Study Contract](#).

Topic: TBD

Additional Course Attributes:

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

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2025 Spring (2 Credits)

Schedule:

Instructor Permissions: Instructor

Enrollment Cap: 25

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In addition to enrolling in S-999, Special Reading and Research, interested students are expected to file an [Independent Study Contract](#).

Class Notes:

For more information including the S999 Learning Contract please visit the [Field Experience and Independent Study page](#) on the Office of the Registrars website.

Additional Course Attributes:

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

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2024 Fall (4 Credits)

Schedule:

Instructor Permissions: Instructor

Enrollment Cap: 25

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In addition to enrolling in S-999, Special Reading and Research, interested students are expected to file an [Independent Study Contract](#).

Additional Course Attributes:

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

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2024 Fall (4 Credits)

Schedule:

Instructor Permissions: Instructor

Enrollment Cap: 25

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In addition to enrolling in S-999, Special Reading and Research, interested students are expected to file an [Independent Study Contract](#).

Additional Course Attributes:

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

Education T002 Section: 01

Critical Race Theory in Education (180988)

Daren Graves

Kimberly Truong

2024 Fall (4 Credits)

Schedule:

W 0430 PM - 0715 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 Indigenous peoples, and the use of CRT to examine Whiteness. Students will also investigate how CRT can be applied to other global racial dynamics. And ultimately the class will help students examine the racialized experiences of students and educators in traditional and non-traditional K-12 and higher education spaces. The course culminates with students being able to investigate the particular areas/fields/topics that they would like to explore through a CRT lens. The course instructors also work closely with students to co-construct learning communities that interrogate what we learn, how we learn, and why.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	critical theory
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	multimedia projects
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	race/ethnicity
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	research project
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	pedagogy
HGSE: Competencies	E&O Electives

Education T004 Section: 1

Ethnic Studies and Education (180989)

Christina Villarreal

2025 Spring (4 Credits)

Schedule:

F 0130 PM - 0415 PM

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

How might the study, interrogation, and analysis of our collective past and present through a comparative, humanizing lens support our ability to contextualize and confront the challenges of our present? This course introduces students to the origins, epistemologies, frameworks, key concepts, and central questions in the 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 focus and structure is rooted in body-centered, analytic examinations of self, society, history, and education through a humanizing and comparative lens. Topics will include, but are not limited to: identity, race, ethnicity, gender, migration, class, labor, settler colonialism, oppression, social movements, white supremacy, power, agency, resistance, liberation, intersectionality, community action, intergenerational trauma, intergenerational healing, solidarity, and social change. Throughout the semester, we will also explore curricular and pedagogical enactments of these topics in Ethnic Studies across various educational contexts and culminates with an opportunity for students to develop educational resources for their respective communities through the lens of Ethnic Studies. This course is designed to be both an individual and collective journey that challenges each of us to critically reflect upon what it means to exercise solidarity in our daily lives and in our work as practitioners, scholars, and activists committed to education as the practice of humanization.

Given the heavy nature of the topics we explore through small and whole group discussions, enrollment is limited 30 and requires instructor approval and a short application form (available on the course website).

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	ethnic studies
HGSE: Competencies	E&O Electives

Education T006 Section: 1

Adult Development (180993)

Deborah Helsing

2024 Fall (4 Credits)

Schedule:

M 1000 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-Based Enrollment What types of growth and change are possible for us in adulthood? Can we intentionally foster development in adulthood, and if so, how? As our world grows ever more complex, adults face increasing demands to develop. The possibilities for profound growth and change over the course of our adult lives are now well-documented and widely accepted. And we are becoming increasingly clear about the conditions and practices that support this type of growth. This course is not a survey of many theories in the field of Adult Development. Instead, we explore one theory deeply, Robert Kegan's theory of adult development. Why this theory? It is uniquely powerful and rigorous and provides a very useful vantage point on other theories in the field. Kegan has also extended and applied his theory, developing processes and practices that support transformational growth for individuals and collectives. We'll apply this learning to ourselves, challenge ourselves with transformative practices, and consider the implications for our work roles and personal lives. Evaluation will be based on several short written exercises during the semester and a concentrated end-of-term paper.

Enrollment is limited to 25. No auditors.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	coaching
HGSE: Pedagogy	multimedia texts
HGSE: Content	leadership
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	lecture
HGSE: Competencies	write a research/analytic paper
HGSE: Content	adult development
HGSE: Pedagogy	peer learning
HGSE: Content	developmental psychology
HGSE: Pedagogy	reflective writing
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed

Education T008 Section: 1

Power and Pedagogy: Self, Society, and Transformation (180994)

Houman Harouni

2024 Fall (4 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The purpose of this course is to help students face and overcome fundamental problems in the practice and theory of social and organizational change. The course focuses on dilemmas that arise from contradictions at the core of contemporary society and that cannot be solved by applying so-called "best practices." These contradictions involve class, race and other relations within inherently hierarchical structures: schooling, for example, 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. Because conditions 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. This leads to excessive hope or excessive despair. In this course we use critical theory, political economy, and psychology to reevaluate such problems. This work 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. The readings, which are always of high quality, draw on many traditions, including non-Western philosophies. Past students have often described this course as both challenging and highly transformative. Participants should expect to develop, beyond new analytical skills, the capacity to engage and lead difficult conversations, to write with purpose and authenticity, to navigate group and social dynamics with much greater dexterity, and to design interventions that push systems toward fundamental change.

Permission of instructor required. Students from all departments and academic backgrounds, including doctoral students, are welcome.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	identity
HGSE: Content	race/ethnicity

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	socratic discussion
HGSE: Content	history
HGSE: Content	teachers
HGSE: Content	politics
HGSE: Competencies	think strategically
HGSE: Content	group dynamics
HGSE: Content	critical theory
HGSE: Content	leadership
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social contexts
HGSE: Competencies	analyze arguments
HGSE: Content	values
HGSE: Content	pedagogy
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	develop research questions
HGSE: Pedagogy	discussion sections
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	ethics
HGSE: Content	decision-making
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	lecture
HGSE: Content	learning and teaching
HGSE: Content	culture
HGSE: Competencies	debate

Education T010 Section: 1

Education in Carceral Spaces (224741)

Kaia Stern

2025 Spring (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

Offered online only for residential HGSE students. How do we do education in carceral spaces? What is the purpose/power of formal education? Given that human connection is generally contraband in jails and prisons, and education is about connection, what is our praxis? This course includes a practicum component and will be held in virtual conversation with students and leaders who are currently and formerly incarcerated. It will dive deeply into pedagogy, offer a comparative lens, and support students in developing a meaningful multidisciplinary project. We plan to zoom into carceral classrooms to listen and learn with people who are deeply familiar with cradle-to-cell trauma, systems of racialized punishment, and the possibility of the classroom as a kind of sacred/healing space. Our work will engage a range of disciplines including ethics, transformative pedagogy, neuroscience, and public policy. Some questions for consideration: What is mass incarceration and how does it relate to education? How do we conceptualize abolition? Can education as the practice of freedom (hooks, 1994) be realized inside policed classrooms? Please note that the two-credit version of this course focuses on praxis, while the four-credit version includes a practicum. Students who have already taken T010I are ineligible to enroll in T010.

This course fulfills the elective requirement of the Equity & Opportunity Foundations experience. Following

the foundational learning in August Identity in Context courses, these electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	E&O Electives
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education T010I Section: 01

Education in Carceral Spaces (218698)

Kaia Stern

2025 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 1200 PM

Instructor Permissions:

Instructor

Enrollment Cap:

15

Offered online only for residential HGSE students. How do we do education in carceral spaces? What is the purpose/power of formal education? Given that human connection is generally contraband in jails and prisons, and education is about connection, what is our praxis? This course will be an intensive deep dive into pedagogy held in virtual conversation with students and leaders who are currently and formerly incarcerated. We plan to zoom into carceral classrooms to listen and learn with people who are deeply familiar with cradle-to-cell trauma, systems of racialized punishment, and the possibility of the classroom as a kind of sacred/healing space. Our work will engage a range of disciplines including ethics, transformative pedagogy, neuroscience, and public policy. Some questions for consideration: What is mass incarceration and how does it relate to education? How do we conceptualize abolition? Can education as the practice of freedom (hooks, 1994) be realized inside policed classrooms? Please note that the two-credit version of this course focuses on praxis, while the four-credit version includes a practicum component, offers a comparative lens, and provides the opportunity to develop a meaningful final project. Students who have already taken T010I are ineligible to enroll in T010.

This course fulfills the elective requirement of the Equity & Opportunity Foundations experience. Following the foundational learning in August Identity in Context courses, these electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

Class Notes:

The add/drop/grading basis change deadline for this course is Tuesday, January 14th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education T010Q Section: 1

Visible Thinking: Research and Practice (216789)

Tina Blythe

2025 Spring (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Thinking is central to learning, and yet it's not always clear—to either learner or teacher--what constitutes good thinking. In this module, we'll study Project Zero's research on visible thinking, focusing on three central components: the cultivation of thinking dispositions, the use of thinking routines (short, memorable sets of steps that guide the development and articulation of thinking), and the documentation of student thinking. We'll practice thinking routines ourselves while also studying examples of how they have been used across grade levels and educational contexts to support students to engage more deeply with course content, with one another, and with the world around them. We'll also discuss ineffective uses of the visible thinking research and practices and consider how to effectively adapt the research and practices for your own contexts. ***IMPORTANT: Please note that attendance at the first class is required in order continue with the course.***

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Pedagogy	reflective writing
HGSE: Content	data analysis
HGSE: Pedagogy	experiential learning
HGSE: Content	metacognition
HGSE: Content	teaching for understanding
HGSE: Competencies	improve teaching practice
HGSE: Content	professional development
HGSE: Competencies	deliver instruction
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	learning and teaching
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	readings
HGSE: Competencies	facilitate group process
HGSE: Content	instructional design
HGSE: Pedagogy	peer learning
HGSE: Content	curriculum development
HGSE: Competencies	practice equity and inclusion
HGSE: Content	assessment
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	understand data

Education T010R Section: 01

A Pedagogy of Listening: Exploring the Reggio Emilia Approach and Other Learner-Centered Practices (216790)

Tina Blythe

2025 Spring (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

The capacity to listen well and deeply is one of the most important—and perhaps one of the most undervalued—skills an educator can bring to the work of supporting learners in classrooms as well as in

other learning environments. In this module, we will study different approaches to listening and observing that aim to support student engagement and understanding. As part of our work together, we will explore the approaches developed and practiced by educators of the municipal preschools and infant-toddler centers in Reggio Emilia, Italy—recognized around the world for their extraordinary learner-centered practices. "A pedagogy of listening" is the phrase used by Reggio Emilia educators to describe the heart of their approach. We'll examine core elements of the Reggio approach—such as group learning and the documentation of learners' processes and discoveries--as ways to cultivate listening. We'll also look carefully at the studies and frameworks generated by the 25 years of collaboration between Project Zero researchers, Reggio Emilia educators, and US teachers as they sought to understand how the practices used in Reggio Emilia could be applied in a different cultural context and with students in elementary and secondary schools. We'll experiment with various approaches to listening, observing, and documenting learning, and consider how these practices can be used in both online and face-to-face learning environments. *****IMPORTANT: Attendance at the first class is mandatory in order to continue with the course.*****

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teaching for understanding
HGSE: Content	learning and teaching
HGSE: Competencies	understand data
HGSE: Content	metacognition
HGSE: Content	curriculum development
HGSE: Pedagogy	small-group discussion
HGSE: Content	pedagogy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Pedagogy	experiential learning
HGSE: Competencies	facilitate group process
HGSE: Competencies	practice equity and inclusion
HGSE: Content	relationships
HGSE: Content	professional development
HGSE: Competencies	improve teaching practice
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	readings

Education T011 Section: 01

Helping Others to Make Transformational Change: The Immunity-to-Change Approach (218672)

Deborah Helsing

2025 Spring (4 Credits)

Schedule:

M 1000 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course focuses on 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 will work in small peer groups as well as with an external practice partner to support people in diagnosing and overturning immunities 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

entire communities and societies. Those who want to create new forms of practice in any of these arenas need a different kind of learning. Now more than ever we need the capacity to diagnose structures in such a way that opens new possibilities. We need to learn how to navigate danger with clear sight and security. We need to know how to create alliances, communicate across great differences, and give life to alternatives that emerge but will disappear without our courage and wisdom. This course provides a grounding for that learning. We use philosophy (both non-Western and Western) to think beyond existing structures; use psychology and group relations to understand and overcome the pressures faced by individuals and communities; draw on theater and poetry to craft new modes of communication; and sharpen our interventions by learning organizational dynamics and system analytics. Most importantly, we ground ourselves in the lived experience of our students.

Participants in this course should expect to experience radical forms of teaching, learning, and leadership. They will have the opportunity to address key dilemmas in their own respective fields. They will strengthen their questions, craft their arguments, and develop their written and spoken thoughts with coherence and passion. We will move constantly between theory and real experience, and therefore the learning here will be both intellectually and emotionally intensive. In brief, this is a course in understanding and overcoming the pressures of transforming society. As such, students should only consider the course if they feel ready for that type of transformative work at this point in their lives and careers.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	politics
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	reflective writing
HGSE: Content	group dynamics
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze arguments
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	research project
HGSE: Pedagogy	socratic discussion
HGSE: Content	organizations
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	case-method learning
HGSE: Content	history
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop research questions
HGSE: Content	social justice
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	critical theory
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze qualitative data
HGSE: Content	pedagogy

Education T018 Section: 1

Controversy in the Classroom: Debates On the Learning and Teaching of Math, Reading, and Science (224886)

Jon Star

2024 Fall (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course explores curricular and instructional debates about the learning and teaching of content areas taught in elementary and secondary schools – particularly mathematics, reading, and science. For at least the last 100 years, educators and educational researchers have continuously and vigorously argued about the best ways to teach math, reading, and science. The field widely recognizes the importance of these conversations and the centrality of consistency and clarity in how we conceptualize and advocate for the learning of school subjects. Yet frequently these debates have escalated to a type of "war" (e.g., the math wars, the reading wars) that plays out in both academia and in practice. In this course, we explore the fundamental arguments that have occurred about the learning and teaching of mathematics, science, and reading. We consider these debates theoretically, practically, and historically, looking mainly within the United States but with some consideration of Asian perspectives as well. Although the primary emphasis of the course will be on the learning and teaching of mathematics, science, and reading, students are welcome to explore other school subjects in course papers and projects. There are two intended audiences for this course. First, the course is designed for those who seek to develop broad knowledge about content learning in schools, including teacher leaders, policy makers, researchers, and district leaders who will be working with groups of teachers across several content areas. The course considers it essential that school leaders and policy makers understand learning challenges, curriculum controversies, and historical background that are specific to each content area. Second, the course is also intended for those with experience or knowledge in one content area who seek to develop knowledge about teaching and learning challenges in other content areas.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	pedagogy
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	make a presentation
HGSE: Content	teachers
HGSE: Content	classroom instruction
HGSE: Competencies	diagnose complex problems
HGSE: Content	math
HGSE: Competencies	collaborate
HGSE: Content	history
HGSE: Pedagogy	readings
HGSE: Pedagogy	reflective writing
HGSE: Competencies	synthesize readings
HGSE: Content	reading
HGSE: Pedagogy	small-group discussion
HGSE: Content	instructional design
HGSE: Content	learning and teaching

Education T022 Section: 1

How the Future of Work is Shaping the Future of Education (214445)

Peter Blair

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None Enrollment Cap: n/a

The advent of automation, robotization, artificial intelligence, and the gig economy are key forces shaping the future of work. The future of work, in turn, is shaping the demand for traditional education credentials, like college degrees. Fortune 500 companies, such as, Apple, Google, and Microsoft, in fact, no longer require Bachelor's degrees for incoming workers, opting instead to hire based on skills. In this course, we will examine the technological changes that are driving the future of work and the future of education. We will cover topics related to the history of education and technology, recent impacts of new technological innovations, and responses by the education sector to provide new credentials, as well as new delivery mechanisms for existing credentials. We will consider how the future of work and education alters the social contract between technologists, firms, workers, educators, and policy makers.

Additional Course Attributes:

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

Education T085 Section: 1

Shaping Schools for Teacher Learning: Working with Peers as a Lever for System Improvement (224909)

Eva Flavia Martínez Orbegozo

2025 Spring (2 Credits) Schedule: R 0130 PM - 0415 PM

Instructor Permissions: None Enrollment Cap: n/a

Schools are learning spaces for students and workplaces for teachers. They are also places where teachers learn and develop their skills. Research shows that school conditions such as school culture, principal leadership, or collegial work, partly explain differences in how teachers improve throughout the years. One key source for this school-based, on-the-job learning is the set of peers teachers work with in their schools. While teaching is commonly perceived and conducted as a predominantly individual profession, collegiality and teacher-to-teacher relations that break isolation in teaching practice have been proposed as levers for teacher and school improvement. In this module we will investigate teacher practice and development beyond a conceptualization of teachers as individual agents in the education system. Instead, we will emphasize the embeddedness of their practice in the organizational contexts of schools, paying special attention to the role peer relations play in teacher development. The course will combine interactive lectures, hands-on work with peers, sustained reflection, and practice-oriented assignments; and will use complementary frameworks from literatures on workplace learning, organizational theory in schools, teacher effectiveness, social networks and social capital, teaching as a profession, and institutional theory and change in education. By the end of the module, students will be able to answer relevant questions for future professional practice such as how schools function as learning spaces for teachers, what features are relevant for learning-inducing relations, what changes are needed for schools to foster teacher on-the-job development, and what challenges and limitations are implied.

Additional Course Attributes:

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

Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0300 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

Lottery-Based Enrollment This project-based practicum provides students with the opportunity to participate in the instructional design and development of curricular assets for online learning experiences as part of HGSE's Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of 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, self-paced modules, course elements, assessments, discussion protocols, and other resources for active learning. Many students will have the opportunity to participate as part of the creative team that designed, developed and supported the How People Learn course. Students will work in small groups in association with learning design and technology experts within the TLL as they develop a capstone project that demonstrates the application of learning design principles. The Practicum will include a mix of asynchronous learning experiences, whole-group live sessions focused on weekly readings, guest speakers, and project team meetings. 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	design thinking
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	pedagogy
HGSE: Content	innovation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	technology
HGSE: Content	higher education
HGSE: Competencies	design an intervention
HGSE: Competencies	design a lesson
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	online and blended learning
HGSE: Content	classroom instruction
Blue Course Evaluations	ALL
HGSE: Content	instructional design
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate

Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2024 Fall (4 Credits)

Schedule:

R 0130 PM - 0300 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

Lottery-Based Enrollment This project-based practicum provides students with the opportunity to

participate in the instructional design and development of curricular assets for online learning experiences as part of HGSE's Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of 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, self-paced modules, course elements, assessments, discussion protocols, and other resources for active learning. Many students will have the opportunity to participate as part of the creative team that designed, developed and supported the How People Learn course. Students will work in small groups in association with learning design and technology experts within the TLL as they develop a capstone project that demonstrates the application of learning design principles. The Practicum will include a mix of asynchronous learning experiences, whole-group live sessions focused on weekly readings, guest speakers, and project team meetings. 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.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	design thinking
HGSE: Competencies	design a lesson
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	project-based learning
HGSE: Content	learning and teaching
HGSE: Content	instructional design
HGSE: Competencies	collaborate
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	technology
HGSE: Content	classroom instruction
HGSE: Content	pedagogy
HGSE: Pedagogy	small-group discussion
HGSE: Content	innovation
HGSE: Content	higher education
HGSE: Competencies	design an intervention
HGSE: Pedagogy	multimedia projects

Education T138A Section: 1

Designing Curriculum for Schools (224676)

Eric Soto-Shed

2025 Spring (2 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

40

While curriculum is not a panacea, it is a powerful lever for the transformative impact schools can have on

students. This course delves into the art and science of curriculum design for the classroom, focusing on creating engaging, impactful learning experiences within the constraints of traditional schooling. This class is organized around the Backwards Design process (Wiggins and McTighe, 2004) where we explore the parameters, pitfalls, and possibilities when developing goals, assessments, and learning experiences. We will focus on unit planning because it offers a balance between granular and big-picture planning.

Participants will learn to design and evaluate curriculum, drawing on professional practices, theory, and real-world examples. While the course primarily focuses on the US K-12 context, it is applicable to anyone interested in curriculum design within any formal schooling context. This course is ideal for those seeking to learn or deepen their understanding of curriculum design and backwards design as well as those who have a specific school or school system in mind for applying these principles.

Class Notes: Enrollment: Please fill out this application [\[link to application\]](#) to indicate your interest in taking T-138A Designing Curriculum for Schools. This course is designed for various levels of interest and experience in curriculum design. The purpose of this application is to ensure that your interests align with the course goals and that you come to the course with potential topics and contexts that you want to design for. The application will remain open until Jan. 22 11:59 pm EST.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	curriculum development
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a curriculum

Education T210Z1 Section: 01

Supporting English Language Learners in the Classroom (181103)

Martha Boisselle

Kristen Toher Leathers

2025 Spring (2 Credits)

Schedule:

R 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

English learners (ELs) 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 academic needs of adolescent ELs. Drawing on current research and studies of effective practice, participants will gain an understanding of underlying theories and practical strategies to enhance the success of ELs. We will examine topics such as language and literacy development and consider their implications for teaching and learning. Participants will also practice designing lessons and materials that draw on principles of effective sheltered English instruction and the World-Class Instructional Design and Assessment (WIDA) English proficiency standards. This course is limited and offered only to HGSE Teaching and Teacher Leadership (TTL) licensure students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	pedagogy
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	simulation/role play
HGSE: Content	curriculum development
HGSE: Competencies	build partnership
HGSE: Pedagogy	experiential learning
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop curriculum
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	design a lesson
HGSE: Content	learning differences
HGSE: Competencies	collaborate
HGSE: Competencies	deliver instruction
HGSE: Competencies	E&O Electives
HGSE: Competencies	think strategically
HGSE: Content	learning and teaching
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	discussion sections

Education T217 Section: 01

Designing K-12 Computer Science Learning Experiences (181119)

Karen Brennan

2025 Spring (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

5

From computational thinking to workforce arguments, there is considerable interest in and excitement about including computer science education for all K-12 students. Yet, unlike other disciplines with a much longer history in formal schooling, the interest in computer science education is not yet supported by commensurate attention to research and teacher practice. In this course, we will examine the state of K-12 computing education: questioning its value, examining its history, and imagining and contributing to its potential. The course will be organized as both a reading group and a lab, building a community of people who are committed to K-12 CS education. Each week you will read classic and current research, and write accompanying memos to document your evolving understandings of the field. Throughout the course, either individually or with partners, you will develop an independent project that explores the design of K-12 computer science learning experiences. Some examples of possible projects include: designing CS-standalone or cross-curricular learning activities and curriculum, building a programming language for novices, developing a research paper, critically analyzing policy documents such as curriculum frameworks and standards from around the world, or contributing to current K-12 CS education research initiatives. No auditors. Enrollment is limited. Application is available on the course website. Please apply by 11:59 pm on Tuesday, January 21, to be considered.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL

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

Education T223M Section: 1

Disability in Education: An Independent Research Community (225000)

Hadas Eidelman

2025 Spring (2 Credits)

Schedule:

R 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Interested in the intersection of disability and education? Have an idea for a research project you'd like to start? Or an existing project you'd like to move forward? Then this is the module for you! This research workshop is designed to scaffold the development of student-led projects related to disability in education. Each participant will devise and develop their own project, and the class will meet weekly to explore issues in and examples of research design related to disability and education, as well as to learn and engage with one another's progress. To apply, you'll share an initial research question, methodology, and proposed population. Preliminary plans are fine—if your proposal works for this module, we'd love to have you. The course is open to differing research approaches, so introductory knowledge of your proposed methodology is required. Each student's individual final deliverable for the course will demonstrate project progress in a project-appropriate format (presentation, paper, detailed study design, or something else entirely).

Past project examples include:

- Qualitative: Interviews with teachers in substantially separate early childhood classrooms exploring curriculum, support, administration, and systems;
- Quantitative & Qualitative: Survey of 150+ CODAs (children of deaf adults) around identity formation and cultural belonging.

This class is best suited for students who have research ideas and are interested in exploring the research process; students with already-started projects seeking a supportive community to move work forward; students with doctoral aspirations hoping to kickstart/pilot their program of research; and doctoral students seeking support/accountability toward research milestones.

Whether a one-time experience or mere step in your journey, this module provides a supportive, respectful, fun community for moving your work forward.

For this course please complete this [application](#) in addition to submitting a petition via My.Harvard.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education T232 Section: 01

Teaching Students Identified with (Dis)abilities in Inclusive Classrooms (203567)

Ebony Perouse-Harvey

2024 Fall (4 Credits)

Schedule:

M 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Through this course, students develop a comprehensive understanding of the practices, policies, and perspectives that shape the teaching of learners with diverse abilities in inclusive classrooms. In classroom practice, students will engage readings, simulations, and exercises to learn and apply their growing knowledge of learner variability to plan effective differentiated instruction and meet the needs of learners both socially and academically in their classrooms. 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 Multi-Tier System of Supports (MTSS) such as Response to Intervention (RtI) and Universal Design for Learning (UDL) to serve all learners. By reflecting on different perspectives, students increase their own awareness of how beliefs and experiences impact classroom decision making.

Restricted to TTL program students.

Class Notes: Enrollment in this course is limited to TTL students only.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education T232 Section: 02

Teaching Students Identified with (Dis)abilities in Inclusive Classrooms (203567)

Ebony Perouse-Harvey

2024 Fall (4 Credits)

Schedule:

T 0900 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Through this course, students develop a comprehensive understanding of the practices, policies, and perspectives that shape the teaching of learners with diverse abilities in inclusive classrooms. In classroom practice, students will engage readings, simulations, and exercises to learn and apply their growing knowledge of learner variability to plan effective differentiated instruction and meet the needs of learners both socially and academically in their classrooms. 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 Multi-Tier System of Supports (MTSS) such as Response to Intervention (RtI) and Universal Design for Learning (UDL) to serve all learners. By reflecting on different perspectives, students increase their own awareness of how beliefs and experiences impact classroom decision making.

Restricted to TTL program students.

Class Notes: Enrollment in this course is limited to TTL students only.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Competencies	deliver instruction
HGSE: Content	disability/ableism
HGSE: Competencies	interpret laws
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	curriculum-design project

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	universal design for learning
HGSE: Competencies	practice equity and inclusion

Education T238 Section: 1

Fieldwork Seminar (224934)

Noah Heller

2025 Spring (2 Credits) Schedule: T 0430 PM - 0730 PM

Instructor Permissions: Instructor Enrollment Cap: 30

Additional Course Attributes:

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

Education T238 Section: 2

Fieldwork Seminar (224934)

Rosette Cirillo

2025 Spring (2 Credits) Schedule: T 0430 PM - 0730 PM

Instructor Permissions: Instructor Enrollment Cap: 30

Additional Course Attributes:

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

Education T238 Section: 3

Fieldwork Seminar (224934)

Ebony Perouse-Harvey

2025 Spring (2 Credits) Schedule: T 0430 PM - 0730 PM

Instructor Permissions: Instructor Enrollment Cap: 30

Additional Course Attributes:

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

Education T250 Section: 01

Children with Learning and Developmental Differences (218738)

Nadine Gaab

2025 Spring (4 Credits) Schedule: M 1000 AM - 1200 PM

Lottery-Based Enrollment The duration of education is a strong predictor of health and longevity, but approximately 1 in 5 children with learning or attention issues have long-lasting negative consequences related to their academic, social, mental health, vocational, and economic outcomes. In the US, over 2 million students struggle with specific learning disabilities (SLD), which represents roughly 35% of all students who receive special education services under the Individuals with Disabilities Education Act. Children with a learning disability are less likely to complete high school or enroll in postsecondary educational programs and have a heightened risk for developing mental health problems such as depression or anxiety. Currently, SLDs are primarily identified and addressed within the education system; however, these students also receive care and support outside of school and are members of various community settings. A streamlined approach that informs the coordination of general education, special education, clinical psychology, policymaking, advocacy, caregivers, and health professionals (e.g., pediatricians, speech-and language pathologists) is often absent and hinders the design of preventive approaches, identification strategies, and service implementation. It further leads to a siloed approach for care and policymaking, and a lack of community supports.

This course will provide a broad overview of learning disabilities and differences, including dyslexia, dyscalculia, attention deficit/hyperactivity disorder, developmental language disorder, and autism spectrum disorder, as well as the relevant policies and educational documentation for these learners. It will then cover the professional stakeholders that should be involved in an evidence-based response to a learning difference, and identify their unique knowledge base, toolset, developmental timeline, and communication strategies, both in the educational/professional environment and the community. Finally, we will focus on barriers and challenges faced by children with learning differences in academic, professional, and community settings. Throughout the course, students will be provided with research/evidence-based content as well as case-based learning opportunities, practical examples, and guest speakers drawn from the community. Class activities will include both synchronous and asynchronous learning activities led by the instructor, along with breakout sessions overseen by the instructor and/or teaching fellows.

This course is divided into thirds and will cover: (1) a broad overview of learning disabilities, educational policies, and service documentation; (2) stakeholders in academic and professional settings (including their unique knowledge base, toolset, developmental timeline, and communication strategies), barriers faced by children with learning differences in these settings, and existing solutions to these barriers; and (3) stakeholders in community settings, barriers faced by individuals with learner differences in these settings, and existing solutions to these challenges.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	universal design for learning
HGSE: Content	child development
HGSE: Competencies	make policy recommendations
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	teacher preparation
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	synthesize readings
HGSE: Competencies	assess cognitive challenges
HGSE: Content	out-of-school time
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	community
HGSE: Content	risk prevention/intervention

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	design thinking
HGSE: Competencies	diagnose complex problems
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	classroom instruction
HGSE: Pedagogy	online and blended learning
HGSE: Content	learning differences
HGSE: Pedagogy	small-group discussion
HGSE: Content	disability/ableism
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	field-based learning
HGSE: Content	assessment
HGSE: Content	cognitive development
HGSE: Content	advocacy

Education T262A Section: 1

Methods 1 (ELA) (220462)

Rosette Cirillo

2025 Summer (0 Credits)

Schedule:

MW 0500 PM - 0700 PM

MW 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Additional Course Attributes:

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

Education T262B Section: 01

Methods 1 (ELA) (220463)

Rosette Cirillo

2024 Fall (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Class Notes: Summer Course Schedule:
 June: Thursday, 5:00-7:00pm, online, starts on 6/13
 July: Thursday, 2:00-5:00pm, in-person

Additional Course Attributes:

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

Education T262C Section: 01

Methods 2: ELA (220825)

Rosette Cirillo

Molly Wuerz

2024 Fall (4 Credits) Schedule: W 0430 PM - 0730 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration

Education T262D Section: 01

Methods 3: ELA (220833)

Rosette Cirillo

2025 Spring (2 Credits) Schedule: W 0430 PM - 0730 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Not Available for Cross Registration

Education T264A Section: 01

Methods 1 (History) (220464)

Eric Soto-Shed

2025 Summer (0 Credits)

Schedule:

MW 0500 PM - 0700 PM

MW 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

This summer, History Methods 1 introduces you to a critical inquiry approach to teaching history where secondary students are asked to "do history," analyze and critique inequities, explore joy in the past and present, imagine more just futures, and take informed action. This course will prepare you to introduce concepts and skills central to this justice-focused and disciplinary approach. Furthermore, this course will provide you with opportunities to explore, articulate, and deepen your stance as a history teacher, as teaching can never be neutral.

Additional Course Attributes:

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

Education T264B Section: 01

Methods 1 (History) (220465)

Eric Soto-Shed

2024 Fall (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

This summer History Methods 1 introduces you to a critical inquiry approach to teaching history where secondary students are asked to "do history," analyze and critique inequities, explore joy in the past and present, imagine more just futures, and take informed action. This course will prepare you to introduce concepts and skills central to this justice-focused and disciplinary approach. Furthermore, this course will provide you with opportunities to explore, articulate, and deepen your stance as a history teacher, as teaching can never be neutral.

Class Notes:

Summer Course Schedule:

June: Thursday, 5:00-7:00pm, online, starts on 6/13

July: Thursday, 2:00-5:00pm, in-person

Additional Course Attributes:

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

Education T264C Section: 01

Methods 2: History (216705)

Eric Soto-Shed

2024 Fall (4 Credits)

Schedule:

W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education T264D Section: 1

Methods 3: History (223818)

Eric Soto-Shed

2025 Spring (2 Credits)

Schedule:

W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course continues to explore core aspects of teaching secondary social studies and history. Particular focus is on unit design and the subsequent lesson planning necessary to support it. This includes 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 Methods 2: Science. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

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

Education T266A Section: 01

Methods 1 (Math) (220458)

Noah Heller

2025 Summer (0 Credits)

Schedule:

MW 0500 PM - 0700 PM

MW 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Additional Course Attributes:

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

Education T266B Section: 01

Methods 1 (Math) (220459)

Noah Heller

2024 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Class Notes:

Summer Course Schedule:

June: Thursday, 5:00-7:00pm, online, starts on 6/13

July: Thursday, 2:00-5:00pm, in-person

Additional Course Attributes:

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

Education T266C Section: 01

Methods 2- Mathematics Pedagogy: Innovative Practice for Deeper Math Learning (220827)

Noah Heller

2024 Fall (4 Credits)

Schedule: W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

In this course, educators investigate and enact teaching methods that position students as powerful math problem solvers. We frame math classrooms as sites of distinct cultural activity, where teachers build the structures, practices, routines, and techniques that equip and motivate students to be active thinkers and doers of rigorous mathematics. Mathematical themes of sense- and mistake-making, motivation, fluency, curiosity, relevance, discussion, achievement, and collaboration are explored alongside specific methods that

Additional Course Attributes:

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

Education T268B Section: 01

Methods 1 (Science) (220461)

Victor Pereira

2024 Fall (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

Our summer is dedicated to designing, adapting, and facilitating meaningful learning experiences. This is a course where science teacher candidates will learn to plan and deliver science instruction to help middle school and high school students to achieve science literacy regardless of background or circumstance. The course will discuss the issues of social justice in the science classroom by exploring socioscientific issues. Teacher candidates will understand what it means to teach and learn science and the application of the skill and content knowledge to personal, academic, and career aspects. The course will use the Next Generation Standards to develop inquiry-based instruction that has students learning through relevant and authentic experiences. The course will help teacher candidates determine the criteria for assessing and analyzing students' attainments in science and the support and resources needed for students to learn science.

Class Notes: Summer Course Schedule:
 June: Mon and Wed, 5:00-7:00pm, online, starts on 6/10
 July: Mon and Weds, 2-5pm, in-person

Additional Course Attributes:

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

Education T268C Section: 01

Methods 2 (Science) (220826)

Victor Pereira

2024 Fall (4 Credits) Schedule: W 0430 PM - 0730 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course introduces students to core aspects of secondary science 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 A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	action research

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	field-based learning
HGSE: Competencies	deliver instruction

Education T268D Section: 01

Methods 3: Science (220834)

Victor Pereira

2025 Spring (2 Credits)

Schedule:

W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course continues to explore core aspects of teaching secondary science. 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 Methods 2: Science. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	instructional design
HGSE: Competencies	design a lesson
Blue Course Evaluations	ALL

Education T271A Section: 01

Introduction to Fieldwork & Field Experience, A (ELA) (220470)

Rosette Cirillo

2025 Summer (0 Credits)

Schedule:

R 0500 PM - 0559 PM

R 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of ELA. 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. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

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

Education T271B Section: 01

Introduction to Fieldwork & Field Experience, B (ELA) (220471)

Rosette Cirillo

Class Notes:

Summer Course Schedule:

June: Thursday, 5:00-7:00pm, online, starts on 6/13

July: Thursday, 2:00-5:00pm, in-person

Additional Course Attributes:

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

Education T275A Section: 01

Introduction to Fieldwork & Field Experience, A (Math) (220466)

Noah Heller

2025 Summer (0 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of Math. 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. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

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

Education T275B Section: 01

Introduction to Fieldwork & Field Experience, B (Math) (220467)

Noah Heller

2024 Fall (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of Math. 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. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Class Notes:

Summer Course Schedule:

June: Thursday, 5:00-7:00pm, online, starts on 6/13

July: Thursday, 2:00-5:00pm, in-person

Additional Course Attributes:

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

Education T277A Section: 01

Introduction to Fieldwork & Field Experience, A (Science) (220468)

Victor Pereira

2025 Summer (0 Credits)

Schedule:

R 0500 PM - 0700 PM

R 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Fieldwork 1 (Summer) is a 4-credit course that combines a course seminar and a supervised teaching intensive to help you prepare for and learn from your summer field experience. Fieldwork Seminar 1 will support teacher candidates' work at Cambridge-Harvard Summer Academy (CHSA) by facilitating a preparation protocol for implementing curriculum, analyzing and learning from student work, and tackling major themes in your early work as a pre-service teacher. The seminar portion of this course is an extension of the day at CHSA and asks teacher candidates to reflect on their teaching, analyze their impact on student learning, and learn from feedback from mentors, peers, and instructors. It will also be a space for CHSA teaching teams to collaborate and prepare for teaching responsibilities throughout the summer.

The summer fieldwork seminar is designed to help all teacher candidates consolidate learning in the field-based student teaching experience at CHSA. During CHSA, teacher candidates implement methods of teaching explored in their disciplinary methods courses. Fieldwork seminar is the opportunity to reflect on and make sense of the challenges associated with implementation and to work together in discipline teams through problems of practice that arise during the real work of teaching.

Additional Course Attributes:

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

Education T277B Section: 01

Introduction to Fieldwork & Field Experience, B (Science) (220469)

Victor Pereira

2024 Fall (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Fieldwork 1 (Summer) is a 4-credit course that combines a course seminar and a supervised teaching intensive to help you prepare for and learn from your summer field experience. Fieldwork Seminar 1 will support teacher candidates' work at Cambridge-Harvard Summer Academy (CHSA) by facilitating a preparation protocol for implementing curriculum, analyzing and learning from student work, and tackling major themes in your early work as a pre-service teacher. The seminar portion of this course is an extension of the day at CHSA and asks teacher candidates to reflect on their teaching, analyze their impact on student learning, and learn from feedback from mentors, peers, and instructors. It will also be a space for CHSA teaching teams to collaborate and prepare for teaching responsibilities throughout the summer.

The summer fieldwork seminar is designed to help all teacher candidates consolidate learning in the field-based student teaching experience at CHSA. During CHSA, teacher candidates implement methods of teaching explored in their disciplinary methods courses. Fieldwork seminar is the opportunity to reflect on and make sense of the challenges associated with implementation and to work together in discipline teams

through problems of practice that arise during the real work of teaching.

Class Notes:

Summer Course Schedule:

June: Thursday, 5:00-7:00pm, online, starts on 6/13

July: Thursday, 2:00-5:00pm, in-person

Additional Course Attributes:

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

Education T331Y Section: 01

School Instructional Leadership: Seminar and Practicum (223116)

Patrick Tutwiler

2024 Fall (2 Credits)

Schedule:

W 0600 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The ELOE School Leadership Pathway (SLP) creates and cultivates agents of change at the forefront of the evolving educational landscape. Students develop the skills to be adaptive leaders of schools, of people, and of learning. In doing so they acquire the skills to transform schools and organizations with a focus on equity and inclusiveness for all learners. They are introduced to significant legal issues that have implications for school leaders. Through coursework and internships, the program produces leaders prepared to effect change and to energize stakeholders through it, to spearhead improvements in teaching and learning, to manage efficient, effective, schools and organizations focused on equity, excellence, and best practices, and to engage families and communities in school life.

The primary goal of this yearlong course is to prepare all students for the demands of school leadership. The course will focus on four leadership standards:

- Instructional leadership
- Operational and managerial leadership
- Family and community engagement
- 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, the core requirements of the School Leadership Pathway (SLP), and Performance Assessments for Leaders (PALs), students may be eligible for the Massachusetts Department of Elementary and Secondary Education principal/assistant principal license.

As part of this course students are expected to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students, to understand and support best practices for sheltering content for and teaching academic language to Multilingual Learners, and to increase their understanding of how individual schools operate within the context of overarching district, charter, pilot, private and faith-based school goals for improved student achievement.

This course is limited to students in the ELOE School Leadership Program.

Additional Course Attributes:

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

Education T332Y Section: 01

School Instructional Leadership: Seminar and Practicum (223871)

Patrick Tutwiler

2025 Spring (2 Credits)

Schedule:

W 0600 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The ELOE School Leadership Pathway (SLP) creates and cultivates agents of change at the forefront of the evolving educational landscape. Students develop the skills to be adaptive leaders of schools, of people, and of learning. In doing so they acquire the skills to transform schools and organizations with a focus on equity and inclusiveness for all learners. They are introduced to significant legal issues that have implications for school leaders. Through coursework and internships, the program produces leaders prepared to effect change and to energize stakeholders through it, to spearhead improvements in teaching and learning, to manage efficient, effective, schools and organizations focused on equity, excellence, and best practices, and to engage families and communities in school life.

The primary goal of this yearlong course is to prepare all students for the demands of school leadership. The course will focus on four leadership standards:

- Instructional leadership
- Operational and managerial leadership
- Family and community engagement
- 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, the core requirements of the School Leadership Pathway (SLP), and Performance Assessments for Leaders (PALs), students may be eligible for the Massachusetts Department of Elementary and Secondary Education principal/assistant principal license.

As part of this course students are expected to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students, to understand and support best practices for sheltering content for and teaching academic language to Multilingual Learners, and to increase their understanding of how individual schools operate within the context of overarching district, charter, pilot, private and faith-based school goals for improved student achievement.

This course is limited to students in the ELOE School Leadership Program.

Additional Course Attributes:

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

Education T392 Section: 1

Equity-minded Instructional Leadership (224855)

Sarah Fiarman

2025 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

What is good teaching? How do we ensure all students receive good teaching – particularly those students who have historically been denied access to a quality education in US schools? In this course, we begin by asking what all K-12 students need to learn and what teaching will lead to that outcome. After establishing our vision for quality, we look at the current reality: what does learning and teaching typically look like in US schools today? Finally, we explore what instructional leaders can do to move from our current state to our vision of quality. As a course for practitioners returning to instructional leadership roles at the school level, this course focuses on school-level outcomes and strategies, specifically those that will disrupt inequities in student achievement and classroom power. Classes include: regular analysis of teaching (through video), extensive small group work to align on quality teaching, and use of a case study to apply learning over several classes. Students are required to work with a group of peers to observe in at least one K-12 classroom during the semester and must have flexibility to do this within their schedules.

The course is 4 credits, open to students in all programs, and strongly recommended as a methods class for students enrolled in the Teaching & Leading pathway of the Teaching and Teacher Leadership program. Limited enrollment.

Enrollment is restricted to those with at least 2 years of full-time lead teaching experience. The design of this course assumes students bring experience naming race and racism and a commitment to exploring their own identities in service of addressing racial equity in schools.

Class Notes:

To apply for this course please [fill out this survey](#).

Additional Course Attributes:

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

Education T402 Section: 01

Designing Collaboration & Learning: Creating Conditions for Effective Teams, Groups, & Communities (181172)

Daniel Wilson

2024 Fall (4 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

Collaboration and learning in groups are essential elements of modern life. Whether it is a workplace team, a school project group, or community task force, effective thinking and decision-making requires collaborative learning. Particularly as groups increasingly face complex, urgent, and ambiguous challenges. However obvious and appealing collaboration seems, the unfortunate reality is the experience is often a frustrating and ineffective experience for many members. Very few groups do well at navigating social and

psychological conflicts that are important elements of collaboration. Many teams struggle to share divergent ideas, work through differences, and learn from mistakes. While new technologies offer affordances for remote collaboration and learning, few online groups do well at disagreeing and resolving differences. Whether in person and/or online, even fewer groups break from routine behaviors, include new voices, and craft new practices amidst urgency and uncertainty. Why is this and how can those who lead learning environments design experiences that aid collaborative learning?

This course will familiarize participants with key research findings on the nature of learning and performing effectively in groups. It explores key conditions that enable groups and their members to recognize and successfully navigate inherent socio-psychological conflicts they will face when collaborating. Specifically, the course examines tensions of certainty/doubt, vulnerability/competency, individual/collective identities, and forms of power. It offers weekly occasions for participants to apply the concepts in practice by designing and observing collaborative 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, 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 real-world examples of students learning in groups, teachers collaborating in teams, or illustrative cases from other contexts such as musical groups, hospital teams, athletic teams and emergency responders. Participants will apply the course concepts by writing an analytic paper and design a final project 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 group collaboration and 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	identify one's leadership strengths & limitations
HGSE: Competencies	design an intervention
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Content	group dynamics
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Content	psychology
HGSE: Competencies	synthesize readings
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	design a lesson
HGSE: Competencies	engage in difficult conversations
HGSE: Content	leadership
HGSE: Competencies	make a presentation
HGSE: Competencies	collect qualitative data
HGSE: Content	teams

Education T406 Section: 01

Educating Incarcerated Youth: Practice, Research, Policy, and Advocacy (213479)

Lynette Tannis

2024 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

16

Lottery-Based Enrollment Our nation's youth who are incarcerated are arguably our most disenfranchised population. They are disproportionately children of color, children with special needs, children living in poverty, and children who identify as LGBTQIA+ or non-conforming. Many of them dropped out – or were forced out of school and funneled through the school-to-prison pipeline. Each year, more than 450,000 cases are heard throughout our nation's juvenile courts. Depending on a person's age and nature of the offense, some children are automatically transferred to an adult court and serve their time in adult facilities. 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 education 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 educators, researchers, policy makers, and advocates are prepared to: work effectively with, support, and/or advocate for this disadvantaged and often ignored population. This course provides a lens for examining our nation's juvenile justice educational settings, practical tools for teaching and leading in institutional settings, and a space for urgent dialogue about how we, as a society, will address the learning needs and equitable treatment of marginalized youth. Students will participate in a field visit to a juvenile justice facility and reflect on effective educational practices for the youth who are incarcerated. This course fulfills the Equity & Opportunity elective requirement of the Equity & Opportunity Foundations experience by: (1) studying and discussing incarceration's historical contexts (Historical & Contemporary Understanding); (2) understanding how systems structure opportunity and (in)equities (Structural Understanding); (3) examining how systems vary across regional or cultural contexts (Comparative Perspective); (4) reflecting on individual identities, intersections, and commitments to participate in advancing justice (Personal Responsibility); and, (5) identifying and incorporating advocacy strategies (Strategies for Action). HGSE students wishing to take this course must enroll in the lottery. All other Harvard affiliated students interested in taking this course must email registrar@gse.harvard.edu to ensure you are added to the lottery.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	socratic discussion
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	make policy recommendations
HGSE: Competencies	make a presentation
HGSE: Competencies	E&O Electives
HGSE: Content	policy
HGSE: Pedagogy	research project
HGSE: Content	advocacy
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings
HGSE: Competencies	synthesize readings
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	write a policy memo

Attribute	Value(s)
HGSE: Content	race/ethnicity
HGSE: Pedagogy	small-group discussion
HGSE: Content	lgbtq
HGSE: Content	law
HGSE: Content	system-level leadership
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop research questions
HGSE: Content	innovation
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	classroom instruction
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	mental health

Education T408 Section: 01

Evaluating Impact at Scale Through Equity, Evidence, and Ecosystem (220679)

David Dockterman

2024 Fall (4 Credits)

Schedule:

WR 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

Lottery-based Enrollment T408 exposes the complexities of innovating for impact in education and how a more collaborative and inclusive approach can yield more equitable interventions and results. In this course, educational impact innovation refers to the development and implementation of novel approaches, strategies, and technologies aimed at addressing educational challenges while actively promoting equity. Through a series of panel conversations with leaders in education impact innovation, often through technology, students will explore the tangible and real-world challenges that organizations confront as they attempt to disrupt inequities in education. Applying the lenses of equity, evidence, and ecosystem, students will learn to view and evaluate the potential of funders and organizations to drive and sustain learning impact at scale. By the end of the course, students will have a better sense of where, in the larger ecosystem, to focus their individual future contributions to activate impact. This course fulfills the Equity & Opportunity elective requirement for Ed.M. students. Enrollment limited to 30 students.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	write a case study
HGSE: Pedagogy	case-method learning
HGSE: Content	entrepreneurship
HGSE: Competencies	analyze quantitative data
HGSE: Content	strategic planning
HGSE: Competencies	synthesize readings
HGSE: Competencies	E&O Electives
HGSE: Competencies	understand data

Attribute	Value(s)
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	readings
HGSE: Pedagogy	socratic discussion
HGSE: Content	scaling
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Content	fundraising
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	think strategically
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	analyze qualitative data
HGSE: Content	innovation
HGSE: Content	social justice

Education T412 Section: 01

Learning in the Museum: Pedagogies in Practice (220689)

Jen Thum

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

Museums are spaces for learners of all kinds to question, wonder, investigate, discuss, and build practical and analytical skills. Based in the diverse, world-class collections at the Harvard Art Museums, this practice-based course explores a variety of strategies for object-based teaching and learning, while taking a critical approach to these pedagogies. We will read key scholarship on a range of methods for teaching with art and other objects, and then model and assess those methods ourselves. With the Art Museums as our home base, we will explore what museum education can look like for various types of learners and imagine creative ways to engage them longer and more deeply. Course activities will include field-testing and reflecting on various museum learning strategies at the Harvard Art Museums; field trips to other institution types (e.g. natural history and science museums); active discussions; and group work to design hypothetical learning experiences. Readings on theories and methods in museum pedagogy, with particular emphasis on art museum pedagogy, will form the basis of our inquiries. The final project will be for students to design, propose, and facilitate portions of a museum-based learning experience.

Please note that this course enrolls students by instructor permission only, and admission is fairly competitive. Please see the course Canvas page for instructions on how to apply for this course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	readings
HGSE: Pedagogy	guest speaker(s)

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	field-based learning
HGSE: Competencies	design a lesson
HGSE: Content	pedagogy
HGSE: Pedagogy	project-based learning
HGSE: Content	arts
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	museums
HGSE: Pedagogy	experiential learning
HGSE: Content	informal learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	culture
HGSE: Pedagogy	small-group discussion
HGSE: Content	instructional design
HGSE: Content	community
Blue Course Evaluations	ALL

Education T418 Section: 01

Education in Uncertainty (220719)

Sarah Dryden-Peterson

2024 Fall (4 Credits)

Schedule:

T 0130 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is an action-oriented introduction to theory and practice toward socially just education that enables all young people to thrive in settings of uncertainty. As a learning community, we will: (1) Investigate the theoretical foundations of education in uncertainty; (2) Analyze experiences of teachers and students in diverse settings of uncertainty including conflict, migration, and inequality; and (3) Learn how to use these theories and experiences toward policies, curricula, pedagogies, and relationships that allow young people to learn, to belong, and create their futures.

Our learning will be supported by readings, case-based discussions, conversations with people working in schools and communities, and modeling of teaching and learning that embodies realism about the inequalities and harms that surround young people in uncertainty and critical hope toward the creation of different kinds of futures.

This course includes the opportunity to explore the core ideas of the course through a semester-long project through which you will explore people, practices, and policies that facilitate young people in navigating uncertainty and disrupting inequities and deepen your research, writing, and policy analysis skills.

Each week of the course includes a full group class session and a small group tutorial. We meet as a full class on Tuesdays (1:30-2:45pm) and on Thursdays (choice of either 12-1:15pm or 1:30-2:45pm).

This course fulfills the Equity & Opportunity elective requirement of the Equity & Opportunity Foundations experience. Following the foundational learning in August Identity in Context courses, these electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	refugees
HGSE: Pedagogy	project-based learning
HGSE: Competencies	think strategically
HGSE: Competencies	E&O Electives
HGSE: Content	social contexts
HGSE: Pedagogy	reflective writing
HGSE: Content	pedagogy
HGSE: Pedagogy	discussion sections
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	case-method learning
HGSE: Competencies	develop a theory of action
HGSE: Content	relationships
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	field-based learning
HGSE: Content	social justice
HGSE: Competencies	engage in difficult conversations
HGSE: Content	immigration
HGSE: Content	global/international context
HGSE: Competencies	synthesize readings
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	readings

Education T419 Section: 01

Reading Group: Learning In and From Nature (220727)

Noah Heller

2025 Spring (1 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This reading group explores some of the unique educational opportunities that are afforded through direct and indirect experiences of nature. Reading a broad range of texts in conjunction with experiential learning activities in local natural environments, participants will reflect on their own relationship to learning in and from nature, review relevant academic and health interventions in nature, and consider how to design and facilitate place-based learning experiences across multiple contexts. After establishing a common research base and theoretical basis for our inquiry, we will learn together through shared texts and experiences. Whether discovering mathematical patterns during a walk around campus, discussing Henry David Thoreau on the edge of Walden Pond, building natural sculptures in the tradition of Andy Goldsworthy, or reading Joy Harjo under a tree in the Arnold Arboretum, this seminar is designed for educators to share and deepen their educational practices in the natural environment by putting selected literature in conversation with nature itself.

Additional Course Attributes:

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

Attribute	Value(s)
Blue Course Evaluations	ALL

Education T421 Section: 01

Arts & Learning Practicum (220731)

Louisa Penfold

2025 Spring (2 Credits)

Schedule:

M 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

Students will undertake a field-based practicum in a learning setting - such as a local school, early childhood center, museum, or community-based organization - where they will plan and facilitate arts experiences with and for communities. Students will also attend weekly workshops where they can share documentation, discuss learnings, and engage in collective reflective inquiry. These discussions will encourage reflection on the practices, expectations, and beliefs we bring to the creative practice of arts education, the design of learning environments, and the vision for the work that we do. By gaining field experience and developing new perspectives, students will examine their creative practice in a deep and intentional way. Partner organizations include:

- Boston Public Schools
- Harvard University Art Museums
- Boston Children's Museum
- Other local arts organizations (TBD)

Students are also welcome to organize their own practicum in consultation with the teaching team. Two or four credit options are available. Students earning 4 credits are expected to commit 8 hours per week of practical work for a full semester plus attend the weekly reflection workshop. Students earning two credits are expected to commit 3-4 hours a week of practical work for a full semester or 8-10 hours a week for a half semester plus attendance at the weekly reflection workshop. A learning contract is developed between the student and a site supervisor then approved and assessed by the faculty advisor.

T421 has a limited enrollment of 12 students. Preference will be given to those students enrolled in the Arts and Learning concentration. Instructor permission required to enroll.

Course Notes:

Student Assessment

Participation in on-site field work
 Participation in weekly in-class reflective workshops at HGSE
 Weekly reflective journal entries

Class Notes:

Questions to answer in the application to enroll:

1. Are you currently enrolled in the Arts & Learning Concentration?
2. What are your personal learning goals for this course?
3. This class requires students to:
 - Undertake 80-90 hours of practicum activities (4 credits) or 40-45 hours of practicum activities (2 credits) at your host site throughout the semester

- Organize your own transportation to/from your practicum site
- Attend and actively participate in weekly 1.5 hour classes in-person at HGSE to discuss and reflect on their practicum experiences

Do you foresee any issues with fulfilling these requirements? YES/NO

4. If accepted into the course, it is recommended that you undertake one of the pre-arranged practicum projects at a local school, museum, or community-based organization. If you plan to organize your own practicum project, please briefly outline your proposed project below:

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	arts
HGSE: Content	professional development
HGSE: Competencies	design a lesson
HGSE: Pedagogy	internship
HGSE: Content	learning and teaching
HGSE: Competencies	deliver a lesson
HGSE: Competencies	develop curriculum
HGSE: Content	community
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	ALL
HGSE: Content	action research
HGSE: Competencies	make a presentation
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	decision-making
HGSE: Content	career development
HGSE: Content	museums
HGSE: Pedagogy	field-based learning
HGSE: Competencies	collaborate

Education T422 Section: 1

Designing Intercultural Learning Experiences (220797)

Liz Duraisingh

2024 Fall (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Classrooms comprised of students from different cultural backgrounds. Online learning spaces that connect students from around the world. In-person or online encounters with unfamiliar cultures or communities. In an age that feels increasingly connected yet divided, how can educators design learning experiences that invite learners to develop more nuanced understandings of the concept of culture and different cultures including their own? And how might learners be supported to develop the curiosity, capacity, and inclination to engage in meaningful intercultural dialogue? Drawing in particular from Project Zero's decade-long The Open Canopy project (until recently known as Out of Eden Learn), this hands-on module introduces principles and tools for designing powerful in-person and online intercultural learning opportunities for learners of all ages. It also introduces some theoretical background for thinking critically and carefully about intercultural or globally minded education initiatives and the ways in which they intersect--or do not--with efforts to strive for equity and justice in education.

Class Notes:

This course does not clash with S510F Qualitative Methods in Practice, which is taught by the same instructor and meets on alternate Thursdays. The sessions for this course will be held on Sept 12, Sept 26, Oct 10, Oct 24, Nov 7, and Nov 21.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Competencies	develop a curriculum
HGSE: Content	global/international context
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Content	pedagogy
HGSE: Pedagogy	readings
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze qualitative data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	culture
HGSE: Pedagogy	reflective writing

Education T423 Section: 1

Urban Education and the Pursuit of Joy, Healing, and Flourishing (224203)

Shawn Ginwright

2024 Fall (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What is the role of urban education when confronted with human suffering? How can educators actively engage in addressing the enduring forms of inequality that disproportionately affect black and brown communities? Furthermore, how do we incorporate joy, healing, and flourishing into the context of urban community life? This course explores the pivotal role of joy, healing, and flourishing amidst the backdrop of urban poverty and its resulting impact on black and brown communities. It is firmly rooted in Dr. Shawn Ginwright's work on Healing Centered Engagement, a culturally based and asset-driven approach that promotes individual, interpersonal and institutional healing and change. This approach actively fosters individual, interpersonal, and institutional healing and transformation. The course is thoughtfully crafted to elicit and expand upon the social-emotional, cognitive, and applied domains of learning. Through the analysis of compelling case studies, thought-provoking readings, immersive experiential activities, and enriching discussions, this course delves into how urban schools and communities can be reimagined as havens for the transformation of trauma and harm into havens of joy, healing, and flourishing. This course is open to all interested students.

Additional Course Attributes:

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

Education T427M Section: 1

Teaching and Learning in the U.S. and China: Becoming a More Culturally Competent Educator (224754)

Liao Cheng

2024 Fall (2 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Education is a universal human activity, but it takes myriad forms depending on the cultural context. When immersed in our own educational experiences and cultural backgrounds, we easily overlook cross-cultural variation and inaccurately generalize our own experiences to people in different cultures. It is therefore important to adopt a comparative approach and examine how teaching and learning are understood and practiced in different cultures. This not only allows us to appreciate cross-cultural diversity and universalities, but also prompts us to reflect on how our own teaching and learning practices have been shaped by our backgrounds and experiences.

In this course, we will examine beliefs and practices related to teaching and learning in the U.S. and China. We will investigate how cultural values and educational systems influence pedagogical approaches, teacher-student relationships, and students' academic achievement and wellbeing. This investigation will facilitate a critical reflection on our own assumptions about teaching and learning and expand our understanding of possible pedagogical approaches. We will also discuss strategies to cater to the needs of students from diverse cultural backgrounds.

This course is designed to help students achieve the following learning goals:

1. Broaden your perspective on the diversity of teaching and learning practices across cultures,
2. Cultivate a nuanced understanding of the interplay between culture and education, and
3. Learn effective strategies to support students from diverse cultural backgrounds as educators.

This course is open to all students and requires no prerequisites. We welcome and encourage students from all cultural and professional backgrounds to enroll and bring their experiences and perspectives.

You may find this course particularly beneficial if you are interested in understanding teaching and learning from a cross-cultural perspective, expanding your repertoire of teaching approaches, or understanding the complexities of various cultures and fostering cross-cultural empathy and dialogue.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	lecture
HGSE: Content	global/international context
HGSE: Pedagogy	socratic discussion
HGSE: Content	classroom instruction
HGSE: Content	pedagogy
HGSE: Pedagogy	case-method learning
HGSE: Content	teachers
HGSE: Competencies	make a presentation
HGSE: Content	culture
HGSE: Competencies	deliver a lesson
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	improve teaching practice
HGSE: Competencies	design a lesson
HGSE: Content	philosophy
HGSE: Competencies	conduct an interview

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T428M Section: 1

Designing Learning Places (222006)

Daniel Wilson

2025 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 1200 PM

MTWRF 0100 PM - 0400 PM

Instructor Permissions: None

Enrollment Cap: n/a

Learning unfolds within and across places, whether within school classrooms, across small outdoor tables, in virtual chat rooms, or on quiet library couches. Such places contain various locations, spaces and objects that mediate meaning-making, such as classrooms, furniture to focus and tools to assist thinking and expression. Other elements, such as surfaces, lighting, temperature, colors and acoustics can combine to create a sense of safety and calm. Or they can mix in jarring and disruptive ways that undercut learning. How can places be better designed with learning in mind? This course explores the intersection of contemporary theories of learning, pedagogy and spatial design. Students will explore research studies, cases, and Boston-area examples of places with architectural affordances for learning, such as co-constructing knowledge, encountering different perspectives, practicing skills, and getting feedback. While physical environments will be the primary focus, the course will allow opportunities for students to explore and apply lessons from and to digital and hybrid learning spaces. The course aims to provide students with frameworks for conceptualizing, processes for designing, and tools to facilitate and assess effective learning environments.

Class Notes:

The add/drop/grading basis change deadline for this course is Tuesday, January 14th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collect qualitative data
HGSE: Competencies	make a presentation
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	lab sessions
HGSE: Content	learning theory
HGSE: Pedagogy	team-based learning
HGSE: Competencies	design a school
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	innovation
HGSE: Content	organizations
HGSE: Pedagogy	design thinking

Education T435 Section: 1

Designing Interactives (224853)

Christine Reich

2024 Fall (4 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

Lottery-Based Enrollment Interactive learning is a dynamic instructional strategy that leverages learners' interactions with designed experiences, educators, and each other to facilitate meaningful engagement. Once considered the purview of early childhood education (and often called "learning-by-doing"), interactive learning is now recognized as an effective strategy for individuals of all ages (children and adults) and for use in a range of contexts (such as K-16 classrooms, corporate trainings, museums, libraries, media, and gaming). As the use of interactive learning has become more ubiquitous, so has our understanding of what makes interactive learning effective and for whom. Emerging technologies have also opened new possibilities for interactive learning that is more immersive, personal, and collaborative.

Through this course, students will experience interactive learning in different learning environments, and explore how the experience design connects to underlying theories, pedagogies, and educational goals. They will also develop a prototype interactive learning experience, while exploring concepts such as goal setting, strategies for motivating action, cognitive and emotional engagement, evaluation, and designing for inclusion. In the end, students will have a prototype learning experience they can add to their portfolio, as well as an understanding of how to design impactful and meaningful interactive learning experiences that engage a broad range of learners.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning theory
HGSE: Content	informal learning
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	curriculum-design project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	instructional design
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	readings
HGSE: Competencies	design a lesson
HGSE: Content	out-of-school time
HGSE: Pedagogy	design thinking
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	develop a curriculum

Education T446 Section: 1

Leading Workplace Learning (223023)

Daniel Wilson

2024 Fall (2 Credits)

Schedule:

R 1030 AM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

How do corporations, start-ups, non-profits, and other organizations effectively support learning in the workplace? What are the guiding theories, concepts and practices of workplace learning? Success in today's global, distributed and high-velocity environments require organizations to prioritize learning and development in order to adapt. In response, organizations have increasingly added new roles, such as Chief Learning Officers, that develop and oversee a variety of learning experiences and programs - ranging from leadership and talent development, change management, onboarding, and communities of practice. Each of these aims to support development, change and innovation in the workplace. This module will explore how leaders at all levels effectively design and support individual, group and organizational learning in contemporary workplaces.

In this module students will explore the nature of workplace learning, the learning theories on which experiences and programs are built (e.g., social learning theory, adult development, situated learning, etc.), and key research-based concepts that enable their success (e.g., psychological safety, informal learning, self-determination, etc.). Students will engage with organizational learning leaders and learn from a variety of examples from real organizations that excel at embedding learning into workplaces. The course will offer opportunities to meet and discuss challenges of workplace learning with leaders involved in Project Zero's [Learning Innovations Lab \(LILA\)](#). For over twenty-five years, the LILA research project has convened leaders of learning from sectors such as health care, technology, manufacturing, finance, education, government, pharmaceuticals, and transportation.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	learning theory
HGSE: Content	organizations
HGSE: Content	professional development
HGSE: Competencies	make a presentation
HGSE: Competencies	design an intervention
HGSE: Competencies	diagnose complex problems
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	informal learning
HGSE: Competencies	collaborate
HGSE: Pedagogy	project-based learning
HGSE: Content	adult development
HGSE: Pedagogy	reflective writing
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	readings
HGSE: Content	career development

Education T475 Section: 1

#SíSePuede: Critical Issues in Education Affecting Students and Families of Latin American Heritage (224910)

Michael Vázquez

2025 Spring (2 Credits)

Schedule:

MTWRF 0100 PM - 0500 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Nearly 20 million children in the United States are of Latin American descent. Representing one-fourth of all US-based youth, Latinas/es/xs/os regularly report placing a high value on education, as demonstrated by a rich history of community organizing for better schools and opportunities. However, these students are more likely to attend schools with fewer resources and, as such, they are severely underrepresented in co-curricular activities, honors courses, and higher education. Latine students are more likely to face disciplinary actions and are less likely to have teachers that look like them when compared to their European American counterparts. Why doesn't schooling match the vision that Latine families have for their students? Despite seeing the promise in education, what accounts for such dissonance? In this course, students will examine various societal and historical factors that have shaped Latinx student experiences and outcomes. This module will explore themes of colonization, assimilation, misrepresentation, immigration, language policy, ethnic-racial identity, community organizing, praxis, Latinx Studies, and more to understand these disparities in schooling. More importantly, students will review existing initiatives and strategize new movements in accordance with Angela Valenzuela's vision of educación to promote better outcomes for Latine students, families, and communities.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 14th at 12:00pm ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Content	race/ethnicity
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	diversity equity inclusion
HGSE: Content	ethnic studies

Education T480 Section: 1

Teaching and Learning in Higher Education: Active Learning and Beyond (224944)

Matthew Miller

2025 Spring (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Many colleges and universities advertise their commitment to effective and engaging learning experiences for students. But for faculty who teach and for other educators who support students as learners in co-curricular contexts in higher education, what kinds of evidence-based instructional practices seem to have the most promise and in what contexts, and what does it look like to put them into practice in different domains in the curriculum and in student life outside the classroom? This module takes a practice-oriented, experiential, participatory approach. We will focus on designing for "active learning" to enable students to develop their own answers to these questions. Working with guest experts, we will combine experiential approaches, readings in relevant research and practice literatures, active observation, learner-centered design activities, and team-based peer supports for students as we identify and critically explore promising approaches to active, engaged, and effective teaching and learning in a time of transformation in higher education. Students will pursue a design project relevant to their own professional goals, with varied options and modalities for how to demonstrate their understanding.

Permission of instructor required. Most appropriate for students with career goals related to learning in higher education settings, whether in the classroom or the co-curriculum. Additional hours, to be scheduled, will be required outside of published course meeting time for activities. Students enrolling in this module should be committed to helping to build and maintain a supportive and mutually respectful environment for peer learning and feedback, as this is central to the course's design.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Content	higher education
HGSE: Content	learning and teaching
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	design a lesson
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	curriculum-design project
HGSE: Content	pedagogy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)

Education T490 Section: 1

Reframing Inclusive Education: Supporting SIWDs through classroom community and asset-based pedagogy (224903)

Ebony Perouse-Harvey

2025 Spring (4 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Historically, general education classrooms have been sites of exclusion for students identified with (dis)abilities (SIWDs) and based on the assumption of a unidirectional benefit from general education students to SIWDs. Studies have shown that general education students and SIWDs benefit socially and academically from inclusive environments. Uplifting the brilliance and contributions of SIWDs hinges on the daily pedagogical decisions we make as teachers to disrupt these assumptions. In this course, we will work to unearth the complexity involved in supporting SIWDs' social and learning needs and highlighting the strengths and knowledge they bring to our classrooms. We will explore the following themes: Developing an Inclusive Classroom Community; Assessments and Leveraging IEPs to Guide Instructional Choices; and Universal Design, Evidence-Based Practices & Differentiated Instruction. Developing an Inclusive Classroom Community: We will discuss how we, in our teaching practice, can disrupt the unspoken belief that SIWDs are the only students with "needs" in the classroom. And instead, normalize the co-creation of spaces where everyone's strengths are acknowledged, and areas of need are met. Assessments & Leveraging IEPs to Guide Instructional Choices: We will conduct reading/mathematics assessments, discuss how assessments inform our instructional choices, and consider how to leverage the strengths and support the areas of need listed in the IEP to support students' success in our general education classrooms. Universal Design, Evidence-Based Practices & Differentiated Instruction: We will explore and implement research-based instructional strategies and discuss their applicability to various educational contexts.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	universal design for learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze student data
HGSE: Content	disability/ableism
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion

Education T510A Section: 1

Social Media, Generative AI, and Youth Well-Being: Learning and Teaching for Digital Thriving (218739)

Beck Tench

2025 Spring (2 Credits)

Schedule:

MTWR 0900 AM - 0300 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Today's adolescents are growing up in a radically connected world. In this course, we ask: What dilemmas are adolescents facing behind their screens — and how can educators equip students for digital thriving? We explore: What do teens want adults to know about how they use social media and generative AI? How do their experiences with technology shape their behavior, mental health, and social relationships? What competing perspectives emerge from current research on technology's effects on youth? How can educators and adults truly support digital agency? Course activities invite students to: (1) critically consider their own digital lives, (2) gather insights from young people about their digital experiences, (3) explore evidence-based approaches to digital thriving, and (4) develop grounded perspectives on contemporary issues.

Class Notes:

The add/drop/grading basis change deadline for this course is Tuesday, January 14th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	write an op-ed
HGSE: Pedagogy	reflective writing
HGSE: Content	adolescent development
HGSE: Content	values
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	mindset
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	readings
HGSE: Content	learning and teaching
HGSE: Content	technology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	lecture
HGSE: Content	social media

Attribute	Value(s)
HGSE: Content	mental health
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	design thinking

Education T522 Section: 01

Impact by Design (181227)

David Dockterman

2024 Fall (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

We innovate in education to generate positive change, to address inequities, and to create opportunities. In T522 students will work through a sequence of deliverables to learn and apply a process for intentional impact design. Students will choose one of 5 broad areas in need of impact: K-12 education; early childhood learning; workforce preparation; mental and physical health; and social discourse/civic engagement. Tapping existing research, expert guidance, and user input, students will define and target specific changes to drive observable change within their chosen area. Students choose the underlying problem and context they wish to address. They will support the problem selection with evidence, map the ecosystem in which the problem exists, identify the specific constructs that need to change and for whom, generate general and micro theories of action for causing the desired change, and develop and test micro minimal viable products (MVPs) designed to generate observable evidence of construct change. At the end of the course, students will be able to make a convincing impact pitch that includes research foundations, evidence-generating mini-prototypes, and substantiating feedback from experts and members of their impact ecosystem. Through this iterative process students will learn to articulate, test, and revise their assumptions through a mix of literature research, expert advice, and user testing. Students will have a process and base for a project they may choose to further pursue. T522 can serve as a prerequisite for T523M in the Spring. Students will also be well-prepared for T581, Advanced Design Studio. The support team for T522 includes working professionals who will mentor students and their projects.

No prerequisites; no programming experience necessary.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	conduct an interview
HGSE: Content	action research
HGSE: Content	learning differences
HGSE: Competencies	design an intervention
HGSE: Content	scaling
HGSE: Competencies	develop a theory of action
HGSE: Content	universal design for learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Pedagogy	experiential learning
HGSE: Content	innovation

Attribute	Value(s)
HGSE: Pedagogy	design thinking
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	develop curriculum
HGSE: Content	technology
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Content	process improvement
HGSE: Content	motivation
HGSE: Competencies	develop research questions
HGSE: Content	instructional design
HGSE: Content	pedagogy
HGSE: Content	entrepreneurship
HGSE: Competencies	collaborate
HGSE: Competencies	practice equity and inclusion

Education T522M Section: 01

Scaling Impact Across Learner & Context Variability (218834)

David Dockterman

2025 Spring (2 Credits)

Schedule:

T 1030 AM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-based Enrollment Variability is inevitable. As innovations scale across settings, their impact tends to diminish as they encounter different needs and situations. To scale impact successfully, innovations must anticipate relevant variables and design mechanisms to foster the conditions for success across different learners and their contexts. T522M is a studio environment where students receive personalized mentorship and peer support in working to make their existing projects or products more inclusive. Students will define the Impact Ecosystem(s) - including learners, users, and customers - in which their innovations must thrive. Through user interviews and testing, students will clarify the values of different members of the ecosystem and target specific, critical constructs - knowledge, skills, dispositions - that must change (and for whom) to drive impact. Students will mock-up and test mechanisms to cause change in the face of anticipated construct-relevant learner and context variability. Students will emerge with a plan for addressing variability; comfort leveraging existing research, domain experts, and members of the Impact Ecosystem to inform their development; and familiarity with a process of Evidence Centered Design to generate evidence of change. Logistics: Enrollment is limited to 25. In addition to class meetings, students are required to schedule and attend at least two 30-minute one-on-one mentoring sessions (which may be online or in-person) with a member of the teaching team. T522M or T522 can serve as prerequisites for T523M. The instructor welcomes inquiries about project suitability for the module.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning differences
HGSE: Pedagogy	project-based learning
HGSE: Competencies	think strategically
HGSE: Competencies	examine trends
HGSE: Limited Enrollment	XREG Allowed

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Competencies	collaborate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	universal design for learning
HGSE: Content	social contexts
HGSE: Pedagogy	experiential learning
HGSE: Competencies	conduct an interview
HGSE: Content	innovation
HGSE: Content	technology
HGSE: Competencies	design an intervention
HGSE: Competencies	practice equity and inclusion
HGSE: Content	evaluation
HGSE: Competencies	develop a theory of action
HGSE: Content	scaling
HGSE: Content	pedagogy
HGSE: Pedagogy	readings
HGSE: Content	motivation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	design thinking
HGSE: Content	learning theory
HGSE: Content	entrepreneurship
HGSE: Content	assessment
HGSE: Content	diversity equity inclusion
HGSE: Competencies	assess cognitive challenges
HGSE: Content	formative evaluation
HGSE: Content	instructional design
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	curriculum development

Education T523 Section: 01

Formative Evaluation for Educational Product Development (181228)

Christine Reich

2025 Spring (4 Credits)

Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

54

"Lottery-Based Enrollment" Formative evaluation is a systematic process of gathering, analyzing and interpreting data for the purpose of improving educational programs and products. 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. Through problem-based instruction, students will focus on evaluating one educational product throughout the semester. 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. This semester, multiple organizations will serve as the learning lab for the course projects and students will choose from a pre-determined list of products to study. Although the projects are narrow in range, the skills are applicable across disciplines and kinds of educational products.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Competencies	make a speech
HGSE: Competencies	conduct an interview
Blue Course Evaluations	ALL
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	write a research/analytic paper
HGSE: Content	formative evaluation
HGSE: Competencies	collect quantitative data
HGSE: Content	diversity equity inclusion
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	research project
HGSE: Pedagogy	lecture
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	team-based learning
HGSE: Content	evaluation
HGSE: Competencies	collect qualitative data
HGSE: Content	informal learning
HGSE: Competencies	design a survey instrument
HGSE: Content	data analysis
HGSE: Competencies	analyze qualitative data
HGSE: Content	museums
HGSE: Competencies	create data visualizations
HGSE: Competencies	develop research questions
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	project-based learning
HGSE: Content	program evaluation
HGSE: Competencies	manage a consulting project
HGSE: Competencies	collaborate
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education T523M Section: 01

Sustaining Impact Over Time (218835)

David Dockterman

2025 Spring (2 Credits)

Schedule:

T 1030 AM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Lottery-based Enrollment What's necessary for an innovation to have impact at scale in the world? Creating the innovation may be the easiest part. Potential users – those the innovation is designed to impact – must find it, try it, stick with it, and implement it with sufficient fidelity to produce the promised results. T523M offers a studio environment where students receive personalized mentorship in developing and vetting a plan to operationalize and fund the necessary resources to sustain scalable impact over time for their existing projects or products. Students will use a tool we call the Impact Sustainability Canvas to capture, vet, and revise assumptions and plans. The Canvas keeps impact in the center, with potential business models in service of achieving that impact. Sustainability may come from a successful new business or product, or it may emerge from partnerships with perceived competitors, funding from foundations with shared values, or someplace unexpected. Developing a model for impact sustainability is an iterative process

requiring testing and interviews with different members of the Impact Ecosystem in which the innovation must thrive. Case studies, peer feedback, and expert mentoring support students through the process. Logistics: Enrollment is limited to 25 students who have completed either T522 or T522M. In addition to class meetings, students are required to schedule and attend at least two 30-minute one-on-one mentoring sessions (which may be online or in-person) with a member of the teaching team. The instructor welcomes inquiries about project suitability for the module.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	organizations
HGSE: Competencies	examine trends
HGSE: Pedagogy	experiential learning
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	technology
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	team-based learning
HGSE: Competencies	diagnose complex problems
HGSE: Content	entrepreneurship
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	think strategically
HGSE: Content	learning differences
HGSE: Pedagogy	design thinking
HGSE: Content	program evaluation
HGSE: Competencies	conduct an interview
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Content	curriculum development
HGSE: Pedagogy	project-based learning
HGSE: Competencies	synthesize readings
HGSE: Competencies	develop a theory of action
HGSE: Content	causal reasoning
HGSE: Content	scaling
HGSE: Content	innovation
HGSE: Pedagogy	peer learning
HGSE: Content	partnerships
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Content	evaluation

Education T530 Section: 1

Designing and Producing Media for Learning (181235)

Joe Blatt

2025 Spring (4 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

This seminar is designed to introduce you to the experience of envisioning and creating media materials for

learning. As a participant, you will have the opportunity to design, produce, test, and revise an individual small-scale project. In other words, you get to choose the topic, objective, audience, and medium of your own project, and create it yourself.

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, we will also meet together as a "production team" to review, critique, and advance one another's work.

Through readings, screenings, and encounters with expert 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.

You may design your creative product in the medium of your choice, including text, video, photos, graphics, apps, games, or other formats for broadcast, exhibit spaces, multimedia, the web, smart mobile devices, or other outlets.

No previous design or production experience is required or expected. The teaching team, along with HGSE IT and TLL staff, will help you acquire production skills as needed to pursue your individual project. The course will culminate in a premiere party, celebrating your completed project with classmates and guests.

Permission of instructor required. Prior production experience is not required - this is an introductory course. Following the preview 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. Viewing the course preview and attending the live Q&A session are essential for students considering this course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Content	social media
HGSE: Content	media
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	peer learning
HGSE: Content	arts
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collaborate
HGSE: Content	museums
HGSE: Content	innovation
HGSE: Content	curriculum development
HGSE: Competencies	conduct an interview
HGSE: Competencies	design a lesson
HGSE: Competencies	collect qualitative data
HGSE: Competencies	debate
HGSE: Pedagogy	small-group discussion
HGSE: Content	motivation
HGSE: Pedagogy	reflective writing

Attribute	Value(s)
HGSE: Competencies	use video editing software
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	formative evaluation
HGSE: Competencies	make a presentation
HGSE: Pedagogy	project-based learning
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	multimedia projects
HGSE: Content	instructional design
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	facilitate group process
HGSE: Content	technology
HGSE: Content	evaluation

Education T537 Section: 1

Rapid Prototyping of Educational Products (213659)

Bertrand Schneider

2025 Spring (4 Credits)

Schedule:

MTWRF 0900 AM - 1200 PM

MTWRF 0100 PM - 0400 PM

Instructor Permissions:

Instructor

Enrollment Cap:

n/a

In this J-Term course, students will create an educational product using digital fabrication, the process of making or building by using tools controlled by a computer or digital data (for example laser cutters, 3D printers, electronics, micro-controllers, physical computing, and more). Students will learn how to define a problem of interest, ideate, prototype, test, and iterate on several prototypes. The prerequisite for enrolling in this course is to have a project that could be built using digital fabrication tools, for example a physical toolkit or learning environment. This J-Term course is especially appropriate for students who have been working on an educational product in the Fall Semester (e.g., in T550, T522) or who have an educational project that lends itself to digital fabrication.

Permission of instructor required. Enrollment is limited. Please fill this form by November 9th: <https://bit.ly/t537-apply>

Class Notes:

The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design an intervention
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	technology
HGSE: Pedagogy	project-based learning

Education T543 Section: 01

Applying Cognitive Science to Learning and Teaching (181246)

Tina Grotzer

2025 Spring (4 Credits)

Schedule:

F 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

33

This course explores specific principles from cognitive science with important implications for instructional approach and curriculum design. It considers how 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. It draws upon a wealth of research findings including those that are older and still important to instructional design. The course draws upon the rich literature in cognitive and learning sciences; it is NOT a course on neuroscience. 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 is a strong focus on application rather than dissecting debates in the research. There will be weekly readings. Class format will include brief lectures, activities, and discussion. 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. In addition, students are expected to attend a weekly, 50 minute, section meeting to workshop their projects. Permission of instructor required. Enrollment limited to 30.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	readings
HGSE: Pedagogy	curriculum-design project
HGSE: Content	learning and teaching
HGSE: Competencies	assess cognitive challenges
HGSE: Content	curriculum development
HGSE: Pedagogy	experiential learning
Blue Course Evaluations	ALL
HGSE: Content	teaching for understanding
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Content	pedagogy
HGSE: Content	metacognition
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	improve teaching practice
HGSE: Content	cognitive development
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture

Education T549 Section: 01

Technology-enhanced Language Learning and Teaching (220688)

Nicole Mills

2025 Spring (4 Credits)

Schedule:

T 1030 AM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Languages can connect learners to multilingual communities and cultures, both locally and globally, and technology has the potential to enhance our interactions with the globalized world. This course presents a comprehensive exploration of the role of emerging technologies in the teaching and learning of languages and cultures. Students will engage in an in-depth examination of current theories and trends in language pedagogy and applied linguistics research and examine their connection to existing technology enhanced language learning platforms. Virtual and augmented reality, artificial intelligence, software applications, social media, global simulations, and beyond will be explored for their potential to promote interaction, cultural competence, and global citizenship. Through state-of-the-art models, invited speakers, demonstrations, and experimentation with language learning applications, students will critically evaluate the interface between language pedagogy and emerging technologies. Interactive discussions and projects will encourage students to brainstorm and design innovations to the field of language pedagogy that foster a theory meets practice orientation.

Enrollment is limited. Interested students should submit a brief application. Details will be provided in the course video preview and live Q&A session.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a literature review
HGSE: Competencies	collaborate
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	language and literacy
Blue Course Evaluations	ALL
HGSE: Content	innovation
HGSE: Pedagogy	design thinking
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	design an intervention
HGSE: Content	instructional design
HGSE: Content	technology
HGSE: Pedagogy	multimedia projects

Education T557 Section: 1

Media, AI, and Education: Ethical Investigations (223021)

John Richards

2024 Fall (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

This seminar examines the ethical opportunities and challenges of the relentless integration of digital media into the design and implementation of learning and teaching. This phenomenon is accelerating with the explosive growth of Generative AI based on large language models. Generative AI has been received with the same skepticism and trepidation that handheld calculators received in the 1970's and '80's. Yet the calculator became as much a presence in exams as the #2 pencil was in the 1960's. Now, we must consider how AI can enhance learning and be integrated into lessons. We also must consider how we protect against the dangers. CHATGPT itself identifies four dangers: "cheating, ...oversimplification, ...reinforcement of biases, and

...overreliance on technology" (ChatGPT, 2023, personal communication). More broadly, the seminar will examine today's media environment and the ethical challenges it poses for learners and citizens. Students will consider the consequences of systemic properties of digital media such as bias in algorithms and collecting Big Data; or distinguishing facts, propaganda, and fakes. The consolidation of ownership in both technology companies and educational publishing exacerbates these systemic issues by restricting inclusive access and limiting diversity. Through readings, expert presentations, and discussion, students in this seminar will identify the specific strengths and vulnerabilities of digital media and AI. By examining the conscious and unconscious use and abuse that digitalization presents to students and teachers, we will attempt to determine the expanded responsibilities we face as designers and educators. This course requires a student application designed for students to emphasize their experience and aspirations bringing media and AI into the classroom.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	readings
HGSE: Competencies	understand data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	critical theory
HGSE: Content	diversity equity inclusion
HGSE: Content	media
HGSE: Pedagogy	design thinking
HGSE: Content	ethics
HGSE: Competencies	facilitate group process
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	analyze arguments

Education T560 Section: 01

Universal Design for Learning: Theory, Practice, and Innovation (181256)

Jose Blackorby

Elizabeth Hartmann

2025 Spring (4 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Educators are typically equipped with technology, 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 meet the needs of a much wider range of student abilities and disabilities. The UDL framework 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 readings, media, design workshops, and practical applications of UDL. We take a collaborative approach and work in teams to examine and design learning environments, curriculum, and technology.

Students are expected to attend one 90-minute class meeting a week and one 60-minute huddle a week. Students will need to be available for the course meeting time to enroll in this course. Final assignment of huddle meeting times will not happen as part of course enrollment in my.harvard.edu, but instead will be coordinated by the course teaching team.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop a theory of action
Blue Course Evaluations	ALL
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lab sessions
HGSE: Content	universal design for learning
HGSE: Content	neuroscience
HGSE: Pedagogy	team-based learning
HGSE: Content	teaching for understanding
HGSE: Competencies	write a research/analytic paper
HGSE: Content	learning differences
HGSE: Competencies	use video editing software
HGSE: Competencies	E&O Electives

Education T561 Section: 1

Transforming Education Through Emerging Technologies (181257)

Bertrand Schneider

2025 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

T561 describes how emerging digital tools and media can aid with crucial problems facing our global civilization. The world presents a new landscape deeply shaped by advanced technologies – communications, biotechnology, and computing – that place demands on schooling to prepare today's students with knowledge and skills not necessary for prior generations. Every nation is now part of a worldwide knowledge-based, innovation-centered economy; our children are entering a future of multiple careers, not just jobs. Due to advances in artificial intelligence, educators today are faced with the challenge of preparing people of all ages for unceasing reinvention to take on many roles in the workplace and for careers that do not yet exist. It's essential that education also champion social justice, offering marginalized populations full opportunities for upward economic mobility while preserving the richness of diverse cultural heritages. In this course, students will interact with emerging technologies through hands-on sessions and complete assignments to think critically about their uses. Additionally, we will be joined by world experts in Artificial Intelligence, Virtual / Augmented Reality, Makerspaces, Game-based learning, Constructionist Technologies, Robotics in education, (Multimodal) Learning Analytics, who will share their perspective and engage in rich discussions with students. Given the current context of education practice and policy, we will also discuss ways to overcome barriers in using learning technologies—including AI, or immersive media like virtual reality and mixed reality—to transform learning, teaching, and schooling. T561 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 digital tools and media; support is provided for learning specific applications

used in class.

No prerequisites; no prior background in technology necessary.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	experiential learning
HGSE: Content	scaling
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE: Content	causal reasoning
HGSE: Content	entrepreneurship
HGSE: Content	school reform
HGSE: Content	motivation
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	think strategically
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	peer learning
HGSE: Competencies	make a presentation
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	lecture
HGSE: Content	curriculum development
HGSE: Competencies	collaborate
HGSE: Content	pedagogy
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	research project
HGSE: Content	student achievement
HGSE: Content	policy
HGSE: Content	classroom instruction
HGSE: Content	strategic planning
HGSE: Content	leadership
HGSE: Content	higher education
HGSE: Content	technology
HGSE: Pedagogy	case-method learning
HGSE: Content	assessment
HGSE: Content	social justice
HGSE: Content	social media
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	multimedia projects
HGSE: Content	innovation

Education T565 Section: 01

Entrepreneurship in the Education Marketplace (181258)

Angela Jackson

2024 Fall (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

Lottery-Based Enrollment Creative entrepreneurs change education by establishing new products and services. This course is designed to help prepare students as founders, to start their own companies, or as joiners, to join a startup or existing organization, typically in a product management, marketing/strategy or in a business development and fundraising role.

Whether you intend to innovate in the commercial or non-profit sector, or operate in a tech company, a school district, a university, or a research institution; your effectiveness depends not only on good ideas, but also on market research and pragmatic business planning. This course provides an understanding of the unique dynamics of the education marketplace and a practical approach for analyzing market conditions and designing a business plan.

To understand the unique features of the education marketplace – including the sales cycle, funding sources, industries— inform students' projects. Teams will create a Go-To-Market plan by answering such questions as: How do you use Competitive Analysis to design a marketing program? How do you create a dynamic financial plan to recruit funding? How do you design and leverage a value proposition to differentiate your products and idenon-making processes, and business structures – students will explore data sources and analyze market segments. Working in teams, students will learn how to evaluate competitors, integrate product development, funding, marketing, and sales and combine these components in a business plan.

Selected readings, case studies, and discussions with current leaders in education, impact investing and venture capital market opportunities?

Admission is by lottery, please follow the lottery instructions on the website of the [Office of the Registrar](#). HGSE students given preference.

Class Notes:

Attendance at the first class is required to continue enrollment. If you are awarded a seat in the lottery and do not attend the first class, your enrollment in T565 will be dropped. If you have questions or concerns please contact the instructor.

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	prepare budgets
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	budgeting
HGSE: Pedagogy	project-based learning
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	apply economic concepts
HGSE: Pedagogy	team-based learning
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Attribute	Value(s)
HGSE: Content	entrepreneurship
HGSE: Content	fundraising
HGSE: Competencies	develop a business proposal or plan
HGSE: Competencies	create data visualizations

Education T566 Section: 1

Learning Design for All (223022)

Amin Marei

2024 Fall (4 Credits)

Schedule:

TR 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

Lottery-Based Enrollment Education technology has opened up new possibilities for creating more accessible and equitable learning experiences. This course critically examines the complexity of navigating the affordances and limitations of technology to create equitable global education offerings. We will explore the following questions: How do we define terms such as multiculturalism, equity, inclusion, and social justice, and what are the theoretical frameworks guiding these definitions? What educational objectives are implied by these definitions? How can the design of technological interventions foster more equitable learning experiences across diverse cultural contexts? What opportunities and challenges arise when creating education technology that supports equity and access?

Students will examine how the design of equitable technology-enabled education interventions involves a complex process of negotiating various cultures (e.g., languages, spiritual beliefs), resource limitations (e.g., limited funding for contextualizing content for all learners), ecosystems (e.g., infrastructure affordances per country), and education theories (e.g., constructivism, instructivism) to advance learning. By critiquing existing technological interventions and working on collaborative projects, students will develop strategies to use technology to create more equitable and accessible learning environments.

The course will feature guest expert sessions and case studies that illustrate the practical realities of "designing for all," allowing students to gain a deeper understanding of the opportunities and challenges in creating inclusive and equitable educational technologies.

This course is ideal for students passionate about using technology to drive positive educational change and who aspire to create inclusive, equitable learning environments for all.

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed

Education T581 Section: 01

Ed Tech Advanced Design Studio (181260)

Louisa Rosenheck

2025 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

W 0600 PM - 0800 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This project-based course provides students with hands-on experience designing a variety of educational technologies. We explore two central questions: 1) What types of designs result in educational technologies that support deep learning experiences? 2) What process do we use to conceptualize and develop these impactful designs? In the first half of the semester, we use an eclectic mix of readings and resources to explore a variety of design approaches, with students completing two rapid prototyping projects. Through this process, students construct their beliefs about what makes an educational technology innovative and exciting. The second half of the semester focuses on small group projects that go through an authentic process to design and develop working digital prototypes. Teaching fellows are an integral part of the course, running weekly lab sessions that focus on Scratch, Unity, and web development, working with teams to support each project's technology needs. At the end of the T581 journey, students will have design projects to add to their portfolios, and they will be able to articulate what makes these and other examples stand out as high quality learning tools. This course requires a commitment to creative design work, a willingness to play with new ideas, and comfort with ambiguity. Strong ability to create with digital tools is necessary, but previous coding experience is not. Students are expected to work hard and have fun, and they will come out of this course as confident ed tech designers. Weekly course and lab sessions are both required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	code scripts/software
HGSE: Content	community
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	discussion sections
HGSE: Competencies	collaborate
Blue Course Evaluations	ALL
HGSE: Pedagogy	team-based learning
HGSE: Competencies	facilitate group process
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	lab sessions
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	develop a theory of action
HGSE: Content	innovation
HGSE: Content	learning and teaching
HGSE: Content	instructional design
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	design an intervention
HGSE: Content	media
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	design thinking
HGSE: Content	technology

Education T595 Section: 1

AI and the Developing Child (224906)

Ying Xu

2025 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

This course uses a developmental perspective to examine the emerging role and impact artificial intelligence (AI) has on children's cognitive and social development from early childhood to adolescence. Students will engage in readings, discussions, simulations, and design activities to explore a series of topics throughout the semester. Several examples include how children understand and interact with AI, how children learn to selectively trust AI, how AI's social identity influences children's learning, and whether using generative AI tools influences curiosity, creativity, and criticality, among other topics.

The goals of the course are threefold. First, students will learn about theories and empirical evidence from the most cutting-edge research at the intersection of AI and child development. Second, students will become familiar with different research methods that can empower themselves to explore topics that might not yet have conclusive answers, which is important given this is a new frontier and how fast AI evolves. Third, students will be equipped to leverage the theories and methods to inform their design and development of child-centered AI.

It is my hope this class prepares students to become thoughtful advocates and practitioners for creating and promoting AI that is inclusive, safe, and beneficial for children.

- Attendance at the first class is mandatory to secure enrollment in the course. If your petition was approved but you fail to attend the first class, your seat will be forfeited.
- Students interested in taking the course must fill out the petition via this [Google Form](#) (or [tinyurl.com/25SpringT595Petition](https://forms.gle/25SpringT595Petition)) by January 22, 2025, at 5:00 PM

Class Notes:

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

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

Education T595 Section: 1

AI and the Developing Child (224906)

Ying Xu

2024 Fall (4 Credits)

Schedule:

W 0430 PM - 0700 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Lottery-Based Enrollment This course uses a developmental perspective to examine the emerging role and impact artificial intelligence (AI) has on children's cognitive and social development from early childhood to adolescence. Students will engage in readings, discussions, simulations, and design activities to explore a series of topics throughout the semester. Several examples include how children understand and interact with AI, how children learn to selectively trust AI, how AI's social identity influences children's learning, and whether using generative AI tools influences curiosity, creativity, and criticality, among other topics.

The goals of the course are threefold. First, students will learn about theories and empirical evidence from the most cutting-edge research at the intersection of AI and child development. Second, students will become familiar with different research methods that can empower themselves to explore topics that might not yet have conclusive answers, which is important given this is a new frontier and how fast AI evolves. Third, students will be equipped to leverage the theories and methods to inform their design and development of child-centered AI.

It is my hope this class prepares students to become thoughtful advocates and practitioners for creating and promoting AI that is inclusive, safe, and beneficial for children.

Class Notes: Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	research project
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop a curriculum
HGSE: Competencies	understand data
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	make a presentation
HGSE: Pedagogy	design thinking
HGSE: Content	child development
HGSE: Competencies	design an intervention
HGSE: Competencies	write a research proposal
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	write a research article
HGSE: Competencies	develop research questions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	informal learning
HGSE: Competencies	assess cognitive challenges
HGSE: Content	media
HGSE: Content	technology
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Education T801 Section: 01

Teaching Climate Change (220733)

Tina Grotzer

2025 Spring (4 Credits)

Schedule:

MTWRF 0900 AM - 1200 PM

MTWRF 0100 PM - 0500 PM

TBD

Instructor Permissions: None

Enrollment Cap:

n/a

Climate Change is an existential threat to life on Earth. The responsibility for creating atmospheric CO2 is not shared across the world's populations or successive generations and yet it has wrought environmental injustice impacting the most vulnerable populations and has created intractable challenges for young people

and future generations. How we teach about climate change is critical to our response as a global population. Educators adopt a longitudinal view on the outcomes of their daily efforts—guiding each generation with hope and possibility. How do we communicate with urgency despite the uncertainties in the exact outcomes even while we are certain that climate change is real and is happening around us? How do we communicate the loss of what might be called a pact between the generations to the next generation? This course offers an intensive opportunity to explore issues related to teaching climate change in K-12. It invites a series of conversations about the following topics: 1) How do scientists explain the dynamics of climate change and what are some of the challenges in learning the science concepts?; 2) How does attending to climate change fit with what is known about the cognitive and emotional architecture of human minds and what are the implications for instruction?; 3) What are ways of knowing and being in relation with Earth and nature that respect the connectedness, dynamics, and language of nature. How can we learn from and bring pluralistic and diverse epistemologies to our teaching?; 4) How can we support young people in navigating between anxiety/despair and hope/action?; 5) How do the politics of climate change interact with our teaching? The course meets for all day for two weeks with a structured three-hour morning session (includes mini-lecture, activities, active processing, simulation games) and brainstorming/workshopping afternoon session to support students in developing a project to build and reveal their understanding of course concepts. This is followed by events including films, guest lectures, and discussions.

Class Notes: The add/drop/grading basis change deadline for this course is Tuesday, January 7th at 8:00am ET. After Monday, January 6th please email Registrar@gse.harvard.edu for assistance in making any of these changes.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Pedagogy	design thinking
HGSE: Content	advocacy
HGSE: Content	global/international context
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	culture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	innovation
HGSE: Content	science
HGSE: Content	mental health
HGSE: Competencies	think strategically
HGSE: Competencies	assess cognitive challenges
HGSE: Pedagogy	discussion sections
HGSE: Competencies	analyze arguments
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	peer learning
HGSE: Competencies	examine trends
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	diagnose complex problems
HGSE: Content	learning and teaching
HGSE: Content	ethics
HGSE: Content	causal reasoning

Education T830A Section: 1

STEM Education and Child Development (223044)

Igor Bascandziev

2025 Spring (2 Credits)

Schedule:

TR 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

How do children and adults construct concepts such as physical force, the infinite number line, or living things? These and other similar concepts -- that are the target of STEM education -- are not available to other animals or to very young children. Furthermore, they have not always been part of the human conceptual repertoire. They are constructed over historical time, and they are constructed anew in ontogenetic development. In this course, we will explore the processes by which scientific and mathematical concepts are constructed over development. For example, we will explore children's developing understanding of the biological and physical world, as well as their understanding of integers and rational numbers, while also analyzing how those concepts were constructed over historical time. Within each domain, we will first characterize the initial state (i.e., what infants know). Next, we will characterize how children's naïve theories and understanding develop in informal settings. Finally, we will investigate how children's theories and conceptions change as a result of formal STEM education. We will also investigate the aspects of children's naïve theories that remain resistant to change over the lifespan. This course will give students ideas about what STEM education entails at an abstract cognitive level, which can then be translated into specific educational interventions. The course work will involve class discussions, analyses of assigned readings, and development of a research proposal pertaining to issues of child development and STEM education.

Additional Course Attributes:

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

Education T909 Section: 1

Research Seminar on Teachers and Teaching (218776)

Heather Hill

Eric Taylor

2024 Fall (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This seminar is for doctoral students who (aspire to) study teachers and teaching in their own research. The primary goal of the course is to develop skills and knowledge relevant to producing research. The course has several overlapping themes: (1) Understanding relevant history and institutions, e.g., past efforts to improve teaching, current policy debates, labor markets and employment relationships, etc. (2) Contrasting different theoretical perspectives used to motivate and organize research. (3) Application of research methods, e.g., measuring teacher contributions to student outcomes, (quasi)-experimental tests of changes to teachers or teaching practices, etc. Readings and class discussion will include both seminal papers and recently-published or working papers. Grading is credit/no credit. The final paper will be a research proposal on a topic related to teachers or teaching

Additional Course Attributes:

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

Subject: TTL

TTL PCE Section: 01

TTL Program Core Experience (220839)

Heather Hill

2024 Fall (4 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

All TTL students are required to enroll in T112 - TTL Program Core Experience (PCE): Understanding Teaching through Observation, Analysis, and Critical Reflection. The PCE is a 4-credit fall term course and will meet every week; the course is only open to TTL students. The Program Core Experience (PCE) is central to each residential Ed.M. program and must be completed successfully for students to obtain their degree.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	discussion sections
HGSE: Competencies	collaborate
HGSE: Content	research methods
All: Cross Reg Availability	Not Available for Cross Registration

TTL PCE Section: 2

TTL Program Core Experience (220839)

Sarah Fiarman

2024 Fall (4 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

All TTL students are required to enroll in T112 - TTL Program Core Experience (PCE): Understanding Teaching through Observation, Analysis, and Critical Reflection. The PCE is a 4-credit fall term course and will meet every week; the course is only open to TTL students. The Program Core Experience (PCE) is central to each residential Ed.M. program and must be completed successfully for students to obtain their degree.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods
HGSE: Competencies	collaborate

TTL PCE Section: 3

TTL Program Core Experience (220839)

Rosette Cirillo

2024 Fall (4 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

All TTL students are required to enroll in T112 - TTL Program Core Experience (PCE): Understanding Teaching through Observation, Analysis, and Critical Reflection. The PCE is a 4-credit fall term course and will meet every week; the course is only open to TTL students. The Program Core Experience (PCE) is central to each residential Ed.M. program and must be completed successfully for students to obtain their degree.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	discussion sections
HGSE: Content	research methods

TTL PCE Section: 4

TTL Program Core Experience (220839)

Ebony Perouse-Harvey

2024 Fall (4 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

All TTL students are required to enroll in T112 - TTL Program Core Experience (PCE): Understanding Teaching through Observation, Analysis, and Critical Reflection. The PCE is a 4-credit fall term course and will meet every week; the course is only open to TTL students. The Program Core Experience (PCE) is central to each residential Ed.M. program and must be completed successfully for students to obtain their degree.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	research methods

TTL PCE Section: 5

TTL Program Core Experience (220839)

Noah Heller

2024 Fall (4 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

All TTL students are required to enroll in T112 - TTL Program Core Experience (PCE): Understanding Teaching through Observation, Analysis, and Critical Reflection. The PCE is a 4-credit fall term course and will meet every week; the course is only open to TTL students. The Program Core Experience (PCE) is central to each residential Ed.M. program and must be completed successfully for students to obtain their degree.

every week; the course is only open to TTL students. The Program Core Experience (PCE) is central to each residential Ed.M. program and must be completed successfully for students to obtain their degree.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
HGSE: Competencies	collaborate
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods

Subject: EPA

EPA PCE Section: 01

Education Policy and Analysis (218863)

Eric Taylor

2024 Fall (4 Credits)

Schedule:

M 0100 PM - 0215 PM

W 0130 PM - 0245 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course is an introduction to public policy, with an applied focus on education policy and policy analysis. The course is organized around core tasks in the work of policymaking: defining the problem, proposing alternative options to address the problem, selecting criteria to evaluate the alternatives, projecting the outcomes of proposed alternatives, confronting the tradeoffs between alternatives, and others. These tasks often involve concepts from economics and political science, which the course will introduce, e.g., opportunity costs, thinking at the margin, stakeholder analysis. Throughout the course we will use cases and examples of education policy drawn from a variety of settings, including the United States as well as low- and middle-income countries. We will also examine education policy issues at various levels of education, including early childhood, primary, secondary, and higher education. The course aims to achieve two main objectives: to enhance your ability to analyze policy problems with sound reasoning and to improve your skills in effectively communicating that analysis to policymakers. A third objective of the course is to extend your understanding of key topics and debates in education policy in the U.S. and globally.

Requirements:

Required for and limited to students in the Education Policy and Analysis program.

Additional Course Attributes:

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

EPA PCE Section: 2

Education Policy and Analysis (218863)

Emiliana Vegas

2024 Fall (4 Credits)

Schedule:

M 0100 PM - 0215 PM

W 0130 PM - 0245 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course is an introduction to public policy, with an applied focus on education policy and policy analysis. The course is organized around core tasks in the work of policymaking: defining the problem, proposing alternative options to address the problem, selecting criteria to evaluate the alternatives, projecting the outcomes of proposed alternatives, confronting the tradeoffs between alternatives, and others. These tasks often involve concepts from economics and political science, which the course will introduce, e.g., opportunity costs, thinking at the margin, stakeholder analysis. Throughout the course we will use cases and examples of education policy drawn from a variety of settings, including the United States as well as low- and middle-income countries. We will also examine education policy issues at various levels of education, including early childhood, primary, secondary, and higher education. The course aims to achieve two main objectives: to enhance your ability to analyze policy problems with sound reasoning and to improve your skills in effectively communicating that analysis to policymakers. A third objective of the course is to extend your understanding of key topics and debates in education policy in the U.S. and globally.

Requirements: Required for and limited to students in the Education Policy and Analysis program.

Additional Course Attributes:

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

Subject: ELOE

ELOE PCE Section: 01

Education Leadership, Organizations, and Entrepreneurship Core Experience (218858)

Jennifer Cheatham

Ebony Bridwell-Mitchell

Candice Bocala

2024 Fall (4 Credits)

Schedule:

W 0130 PM - 0330 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

The purpose of the Education Leadership, Organizations, and Entrepreneurship (ELOE) Core Experience, which is really a set of experiences, is to help frame, integrate, and synthesize student learning in alignment with the ELOE core competencies. It is the "glue" of the ELOE program, designed to help ensure that each student, no matter their desired impact, career aspirations or concentration, makes progress on the program's core competencies in alignment to their personal and professional goals. Through the core experience, each student will engage in a competency-based self-assessment, design an individual development plan, and reflect on their learning at critical junctures. They will also participate in a set of All ELOE convenings and interest-aligned concurrent workshops designed to inspire, motivate, and deepen students' understanding of critical knowledge, dispositions, and skills in alignment with their learning goals. Students also will form relationships with a small and diverse group of peers in their micro-learning communities, which will support students in making progress toward their goals, push their thinking, and provide feedback along the way. Ultimately, the core experience will help students maximize their time at HGSE, so they leave with a sense of accomplishment and clarity on their desired impact and next steps after graduation.

This course is limited to and required for students in the Education Leadership, Organizations, and Entrepreneurship Ed.M. program.

Requirements: Required for and limited to students in the Education Leadership, Organizations, and Entrepreneurship program

Additional Course Attributes:

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

ELOE S996 Section: 01

ELOE School Leadership Fieldwork Strand (221554)

Mary O'Neill

2025 Spring (4 Credits) Schedule: W 1215 PM - 0115 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

Fieldwork, or an internship, is the perfect complement to your academic studies. It gives you work experience, let's you practice and apply what you've learned, develop your leadership skills, extend and enhance your professional network, and gives you a competitive edge in your job search. As a professional school, we offer internship learning just as they do at Harvard's other professional schools.

- Work closely with a local school principal who will be your mentor
- Bridge theory, practice, and policy
- Learn more about organizations, leadership, and entrepreneurship
- Apply your learning and gain valuable experience and insights
- Explore career paths
- Promote reflection to learn and refine your voice
- Extend and enhance your professional network
- Familiarize yourself with different types of organizations, leadership styles and work sites
- Get individual support from a distinguished leadership coach to support, guide and encourage you in your learning journey

You will complete a 250-hour internship each semester and earn 4 credits for a total of 8 credits. Subject to approval, some or all internship hours may count toward the MA DESE requirements for principal/assistant principal licensure in Massachusetts.

Open only to students in the Education, Leadership, Organizations, and Entrepreneurship (ELOE) Master's Program. Students must have three to four years of teaching, school, or other educational experience to enroll in this strand.

Final enrollment is subject to approval of Mary Grassa O'Neill, the lead faculty member.

This course supports ELOE Core Competencies.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL

ELOE S996 Section: 01

ELOE School Leadership Fieldwork Strand (221554)

Mary O'Neill

2024 Fall (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

40

Fieldwork, or an internship, is the perfect complement to your academic studies. It gives you work experience, let's you practice and apply what you've learned, develop your leadership skills, extend and enhance your professional network, and gives you a competitive edge in your job search. As a professional school, we offer internship learning just as they do at Harvard's other professional schools.

- Work closely with a local school principal who will be your mentor
- Bridge theory, practice, and policy
- Learn more about organizations, leadership, and entrepreneurship
- Apply your learning and gain valuable experience and insights
- Explore career paths
- Promote reflection to learn and refine your voice
- Extend and enhance your professional network
- Familiarize yourself with different types of organizations, leadership styles and work sites
- Get individual support from a distinguished leadership coach to support, guide and encourage you in your learning journey

You will complete a 250-hour internship each semester and earn 4 credits for a total of 8 credits. Subject to approval, some or all internship hours may count toward the MA DESE requirements for principal/assistant principal licensure in Massachusetts.

Open only to students in the Education, Leadership, Organizations, and Entrepreneurship (ELOE) Master's Program. Students must have three to four years of teaching, school, or other educational experience to enroll in this strand.

Final enrollment is subject to approval of Mary Grassa O'Neill, the lead faculty member.

This course supports ELOE Core Competencies.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	licensure practicum
HGSE: Competencies	leadership
HGSE: Content	organizations
All: Cross Reg Availability	Not Available for Cross Registration

Subject: LDIT

LDIT PCE Section: 01

The Practice of Learning Design (220653)

Karen Brennan

2024 Fall (4 Credits)

Schedule:

W 0200 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Learning design is a practice, one that depends on both deep knowledge and the ability to thoughtfully and effectively apply that knowledge. In this core experience for members of the Learning Design, Innovation, and Technology (LDIT) program, we will engage in the practice of learning design through a mix of scaffolded explorations, term-long student-directed projects, and reflective documentation. Through this work, we will, as a community, advance our individual and collective understandings of what learning design is and what it means to be a learning designer. Taking place on Wednesday afternoons in the fall term, our in-class time will be organized as a design studio--a space where design is not only discussed but actively applied. Students can anticipate an interactive environment that centers practice, featuring hands-on activities, constructive critiques, and near-peer coaching. Enrollment in LDIT PCE (Program Core Experience) is required of, and exclusive to, students in the LDIT Ed.M. program at the Harvard Graduate School of Education. Auditors are not permitted.

Additional Course Attributes:

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

Subject: HDE

HDE PCE Section: 01

Developmental Insights: Connecting Human Development Throughlines Across Research and Practice (220668)

Junlei Li

Dana McCoy

Stephanie Jones

2024 Fall (4 Credits)

Schedule:

M 0100 PM - 0215 PM

W 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

What isn't a part of human development and education? The enormous breadth and diversity of topics, knowledge, and skills are what makes our Human Development and Education Program exciting and challenging. Welcome to HDE!

In our Program Core Experience, we will examine the human development throughlines - consistent and shared themes - connecting across science and practice. Can we identify universal human needs and capacities while recognizing the diverse expressions of humanity? How do both the quantity and the quality

of developmental experiences matter? Can simple solutions be helpful in addressing complex human development challenges? Are there useful ways to grow ideas in education besides replicating evidence-based programs? Do we develop interventions for communities, or with communities? Most importantly, as we pursue research and practice to advance equitable opportunities for human development and education, how might we transform the ways in which we understand ourselves, the communities we serve, and the possibilities for ideas and actions? Each of these throughlines will be developed with case illustrations to showcase how the science of human development in a particular domain (e.g., language development, motivation, identity, relationships) has shaped research and real world practice in both positive and sometimes counterproductive ways. More important than the specific cases, students are invited and encouraged to connect these throughlines with your own personal and professional experiences, insights from other courses, and the ways you envision applying them to your future work. Students will: a) learn how to be critical consumers and creators of the science of human development; b) review evidence from research and existing practice to understand what we know and what gaps remain in a chosen impact area; and c) integrate knowledge, experience, and need in a particular developmental context to develop a "theory of change" for research or practice.

The Program Core Experience is required for and limited to first-year students in the Human Development and Education Ed.M. program and Ph.D. students seeking HDE Ed.M. degree. The experience is focused on building community within the HDE Program, learning through dialogue and feedback, and reflecting to connect knowledge with experience. During the school-wide designated "program blocks" (when no other HGSE courses are scheduled), students will participate in weekly lectures/workshops, guest faculty conversations, and small-group meetings. The teaching team emphasizes participation, engagement, and self-reflection and uses a pass/fail grading approach.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a grant proposal
HGSE: Pedagogy	case-method learning
HGSE: Content	families
HGSE: Content	adolescent development
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	community
HGSE: Pedagogy	small-group discussion