Harvard Graduate School of Education
Course Catalog Preview

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Education

Subject: Education

Education A011D Section: 1

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

Timothy McCarthy

2023 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:

Please note that this class has an earlier drop deadline than the publsihed HGSE drop deadline. You can drop the class until Friday, September 1st at 3:00pm; after that, it will require instructor permission to drop the course. If permission is denied, you can still drop with a DRP notation on your transcript.

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Fall1 Monday modules will end October 23

Additional Course Attributes:

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

Education A011H Section: 01

Essentials of Coaching for Leaders and Educators (214590)

Allison Pingree

2024 Spring (2 Credits) **Schedule:** R 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***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. The waitlist will not accept students for this course past 5:00pm on January 31st.

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

Education A011S Section: 01

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

Susan McCabe

2024 Spring (2 Credits) **Schedule:** T 0430 PM - 0715 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, 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, tool, or media-based products, as well as new services, curricula or programs. Students will have an opportunity to role-play pilot scenarios, 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: Content	diversity equity inclusion
HGSE: Content	values
Blue Course Evaluations	ALL
HGSE: Competencies	think strategically
HGSE: Pedagogy	peer learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	action research
HGSE: Content	strategic planning
HGSE: Content	fundraising
HGSE: Content	innovation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	design thinking
HGSE: Content	entrepreneurship
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	readings
HGSE: Content	program evaluation

Education A012 Section: 01

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

Michael Horn

2023 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 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 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 A014 Section: 01

AOCC Leadership Practicum (223864)

Christina Villarreal

2023 Fall (2 Credits) **Schedule:** W 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 20

This course is designed for students who are interested in joining the organizing team for HGSE's annual Alumni of Color Conference. This course will serve as a core experience in developing AOCC leadership and organizing capacity by providing students with a history and background of AOCC, actively engaging students in further collection and archiving of AOCC history, and in organizing for AOCC 2024. The final project is an exercise in solidarity as students will be placed in research teams to work in partnership with Gutman library, HGSE alumni, and each other to collectively design and prepare an exhibit for Gutman library that celebrates the history and legacy of AOCC and offers a preview of AOCC 2024. Short application and instructor permission required to enroll in the class. Course is required for AOCC Co-chairs.

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

Education A027 Section: 01

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Additional Course Attributes:

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

Education A029 Section: 1

An Introduction to Education Finance and Budgeting (180045)

Christopher Cleveland

2024 Spring (4 Credits) **Schedule:** M 0430 PM - 0715 PM

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

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

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	financial management
HGSE: Content	policy
HGSE: Competencies	make a presentation
HGSE: Competencies	prepare budgets
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a policy memo
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	lecture
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	problem sets
HGSE: Competencies	read financial statements
HGSE: Content	budgeting

Education A101 Section: 01

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

Joseph Kalt

Angela Riley

2024 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 interdisciplnary nature of current Native nation buidling. 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: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

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

Education A102 Section: 01

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

Eric Henson

2024 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 those active in Indian Country. The course is devoted primarily to preparation and presentation of a comprehensive research paper based on work with a tribal community. In addition to faculty presentations on topics such as field research methods and problem definition, students will make presentations on their work in progress and ultimate findings.

Additional Course Attributes:

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

Education A108 Section: 01

Strategies and Policies for Educational Excellence with Equity (180062)

Ronald Ferguson

2024 Spring (4 Credits) **Schedule:** MW 0130 PM - 0245 PM

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

This course develops a "big picture" understanding of how policymakers, philanthropists, and civic entities can work in concert with schools, families, and out-of-school-time organizations in pursuit of excellence with equity for children and youth. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds, with "group-proportional equality" (race fades as a predictor) and widespread excellence. With an emphasis on students of color and youth from less advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; promote a civic ethos of collective responsibility for excellence with equity goals; design more effective policies and practices to improve the quality of teaching; provide consistently high-quality out-of-school-time learning opportunities; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values; mobilize the business community to support youth, including integrated work and learning; and help build and promote a national social and political movement for excellence with equity. The course concerns theories, evidence, designs, methods, and mechanisms associated with these major prescriptions for raising achievement and closing gaps.

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

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze qualitative data
HGSE: Content	student achievement
HGSE: Competencies	engage in difficult conversations
HGSE: Content	civic engagement
HGSE: Content	history
HGSE: Content	social justice
HGSE: Content	identity
HGSE: Content	families
HGSE: Pedagogy	team-based learning
Blue Course Evaluations	ALL
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	research project
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking
HGSE: Competencies	write a policy memo
HGSE: Competencies	think strategically
HGSE: Competencies	analyze quantitative data
HGSE: Content	motivation
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	develop a theory of action
HGSE: Content	social development
HGSE: Content	leadership
HGSE: Pedagogy	peer learning

HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Competencies	analyze arguments
HGSE: Content	child development
HGSE: Content	culture
HGSE: Content	race/ethnicity
HGSE: Pedagogy	reflective writing
HGSE: Content	out-of-school time
HGSE: Content	community
HGSE: Content	parenting
HGSE: Competencies	write a research/analytic paper
HGSE: Content	teachers
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A111C Section: 01

Politics and Education Change: Case Studies (180068)

Christopher Gabrieli

2024 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.

Class Notes: **Students will have their full-class meetings from 1:30-2:45pm and then split into sections from 3-4:15pm.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	politics
HGSE: Content	school reform
HGSE: Content	policy
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments
HGSE: Content	advocacy

Education A122 Section: 01

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

Karen Mapp

2024 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 courses 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.

The course consists per week of a two-hour class session and a one-hour section.

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

Class Notes:

The course meets on Wednesdays from 4:30-7:30PM, consisting of a two-hour full class meeting and a one-hour section.

Course enrollment is by application. To apply, complete the application on the Canvas course home page starting on January 10th. The application deadline is 4:00PM ET on Wednesday, January 17th and students will be notified of acceptance by 5:00PM ET on Thursday, January 18th.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Content	families
HGSE: Pedagogy	team-based learning
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	write a literature review
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	learning and teaching
HGSE: Competencies	write a research/analytic paper

HGSE: Competencies	practice equity and inclusion
HGSE: Content	policy
HGSE: Pedagogy	field-based project
HGSE: Content	community

Education A130 Section: 01

Building Nimble and Democratic Minds: A model for fostering agency and strengthening democracy (218775)

Luz Santana

Daniel Rothstein

2024 Spring (4 Credits) **Schedule:** R 0430 PM - 0715 PM

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

Democracy is under attack. What can we do? How can we counter the authoritarian mindset and strengthen democracy? We must ensure that more people can deal with complexity, think independently, resist disinformation, and apply core democratic principles to decision making as they learn to make their voices heard on all levels. In short, we urgently need an effective educational strategy to build nimble and democratic minds.

In this course, you will be introduced to specific techniques and methods for doing that in a wide range of contexts including formal and non-formal education, legal advocacy, health education, planning, civic action, and voter engagement. The learning in this course will not be driven by the readings. Instead, you will develop new expertise in program development using methods that include foundational practices that have been overlooked in traditional planning and design thinking models. The pedagogy in each class session will include active, experiential learning experiences that can be used to maximize opportunities for more people, including those far from power, to think critically and become change agents ready to strengthen democracy in local, national and international contexts. You will also be introduced to the concept of Microdemocracy and explore how a vast infrastructure of services and programs can be tapped for its democracy-building potential and can offer new pathways for democratic education beyond traditional community organizing, deliberative democracy and inquiry-based learning approaches. You will learn about a model of participatory, inquiry-based leadership grounded in a tradition of democratic education and informed by the instructors' and guest experts' decades-long work in communities around the world.

For your final project, you will select a priority issue/problem you want to address. Then, through a carefully scaffolded process that includes extensive opportunities for testing and feedback, you will develop new expertise in the creation of programs for fostering people's ability to advocate for themselves, demonstrate new agency, effect social change, advance social justice and build a stronger democracy.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	democracy
HGSE: Competencies	leadership
HGSE: Competencies	authoritarianism
HGSE: Content	learning theory
HGSE: Content	innovation
HGSE: Competencies	design a lesson
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	mindset
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	design an intervention
HGSE: Competencies	engage families
HGSE: Content	civic engagement
HGSE: Content	learning and teaching
HGSE: Content	global/international context

HGSE: Pedagogy	socratic discussion
HGSE: Competencies	improve teaching practice
HGSE: Competencies	think strategically
HGSE: Content	instructional design
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Content	advocacy
Blue Course Evaluations	ALL
HGSE: Competencies	facilitate group process
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop a theory of action
HGSE: Content	nonprofits
HGSE: Content	social justice
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking

Education A130A Section: 01

Talking Politics in a Polarized Nation: Research and Theory for Better Discourse (218784)

Eric Torres

2024 Spring (2 Credits) **Schedule:** MTWRF 0100 PM - 0400 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

We are living in a time of polarization, partisanship, and civic fracture. As misinformation spreads online, intergroup hostility rises to historic levels, and complex political problems from immigration reform to climate change call for collective solutions, the need for civic discourse in the United States has never been greater. But — as anyone who has tried to talk politics on social media or at the dinner table knows — discussions of socially and politically charged issues often don't go well. In this May-term seminar, we will draw on research and theory from social psychology, political science, and philosophy in order to identify concrete practices that can help us become more competent, caring, and reflective agents of political discourse. Each session, students will interrogate a new dimension of political discourse and consider how features of these dimensions can inform our engagement. We will consider how partisan identity affects our perceptions of members of opposing blocs, discuss boundary setting and tolerance for ideas and behaviors we disagree with, and investigate how the structure of various discursive environments (such as social media platforms and the classroom) incentivize different behaviors and attitudes. Students will apply their understandings by engaging in and reflecting upon discourse in authentic settings and designing an intervention targeted at a context of their choosing.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	politics
HGSE: Content	civic engagement
HGSE: Competencies	debate
HGSE: Pedagogy	readings
HGSE: Competencies	engage in difficult conversations
HGSE: AAR Attributes	May Term course
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	socratic discussion
HGSE: Content	metacognition
HGSE: Competencies	design an intervention
HGSE: Content	philosophy

All: Cross Reg Availability	Available for Harvard Cross Registration

Education A130M Section: 01

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

Roberta Wegner

2024 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)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A132 Section: 01

Educational Innovation and Social Entrepreneurship in Comparative Perspective (180100)

Fernando Reimers

2024 Spring (4 Credits) **Schedule:** R 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, 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	write a research/analytic paper
HGSE: Competencies	read financial statements
HGSE: Content	leadership
HGSE: Content	process improvement
HGSE: Competencies	think strategically
HGSE: Pedagogy	multimedia projects
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Competencies	develop a business proposal or plan
Blue Course Evaluations	ALL
HGSE: Content	budgeting
HGSE: Content	strategic planning

Education A142 Section: 1

Inequality and Education Policy (180107)

Michela Carlana

2023 Fall (4 Credits) **Schedule:** TR 1030 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 10

This course analyzes the key role of education policy and human capital accumulation in reducing inequality and affecting labor market opportunities. The course is designed to equip students with program evaluation tools (using multiple regression analysis) to evaluate policy effectiveness. The policy applications in the course will focus on education policies implemented worldwide to reduce inequality and discrimination in education. During the last two classes, we will conclude the course by discussing the future of education policy using machine learning. The course is designed with two objectives in mind. The first is to provide you with the ability to analyze critically the empirical studies done by others at a level sufficient to make intelligent decisions about how to use that analysis in the design of public policy. The second is to provide you with the skills necessary to perform empirical policy analysis on your own, to participate on a team involved in such an empirical analysis and to present your work in a convincing and clear way.

Prerequisites: Familiarity with regression analysis and causal inference, or permission of the instructor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	evaluation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Content	classroom instruction

Education A143 Section: 01

Public Narrative (216517)

Marshall Ganz

2023 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: ****Important Note** The first meeting for this course is Thursday, 8/31 on the HKS campus. Please visit the course canvas site for more information.**

Please note, students will also participate in Thursday weekly sections, occasional meetings to be scheduled with the teaching team, and a required (virtual) weekend workshop on Saturday, September 9th and Sunday, September 10th, with specific times to be scheduled shortly.

Please complete the Student Commitment Form found here.

Additional Course Attributes:

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

Education A145 Section: 1

Race and the State: The Role of Public Policy in U.S. Racial Inequality (217574)

Desmond Ang

2023 Fall (4 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

This course examines the causes and consequences of racial inequality across a range of domains - from education and criminal justice to labor markets and civic and social engagement. While providing students

with an economic toolkit for understanding and discussing discrimination, this course also draws on work in sociology and social psychology to shed light on the real-world ramifications of racial inequality in America. Throughout the course, students will engage in critical evaluation of the impacts that public policies – both current and historical - have on marginalized communities. Example topics include: 1) the social costs of police violence in minority neighborhoods, 2) the consequences of "ban the box" measures on discrimination in hiring, and 3) the role of civil rights policies in minority representation and racial polarization.

Additional Course Attributes:

Attribute	Value(s)
HGSE Cross-Listed Course	HGSE Cross-Listed Course
All: Cross Reg Availability	Available for Harvard Cross Registration

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Education A148 Section: FU01

State Education Policy in Times of Divisiveness: A Policy Practicum (216633)

S. Paul Reville

2023 Fall (4 Credits) **Schedule:** W 0900 AM - 1145 AM

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

States play a central role in contemporary U.S. education policy. In the complex intergovernmental partnership that comprises U.S. public education, the states play the lead role in establishing local systems of schools, setting goals, assessments and accountability mechanisms for those systems, and in regulating and financing the schools. It is impossible to understand current education policy without a thorough grasp of the role, responsibilities and challenges facing state governments in the execution of their leadership in education.

Since the onset of the pandemic, states have faced unprecedented challenges of policy and practice. States are now at the center of many post-COVID, cultural war issues which play out in state policy debates across the country. This course proposes to examine the state role and state policy in education at a time of deep division in the US. State leaders are facing enormous pressure these days to not only close major learning gaps that resulted from the pandemic and school closing, but they are being called upon to deliberate highly controversial issues ranging from the teaching of reading, to critical race theory, to book banning, to school policing/security, to sex education, to gender identity, to climate change and a myriad of other subjects that generate deep emotions and, often, radical activism at the state and local levels.

At the same time, states must perform their usual education functions as one of the three partners in this nation's intergovernmental system of education involving separate policy processes at the federal, state and local levels. This course will examine the state role and performance, generally, and in responding to today's extraordinary, high stress challenges and opportunities. How will states navigate these volatile issues, what leadership skills will be important, how might the state role on governance evolve in response to the changing social and political environment?

This class is a practicum which immerses students in the realities of state governance in education while requiring students to regularly craft policy solutions to meet urgent education challenges. It begins with a thorough consideration of our nation's intergovernmental system while focusing on the state's particular role in education and policy. Each week, students will examine different contemporary education issues and the role of the state and state policy in addressing these issues. A major component of the course features students forming consulting groups and working on a significant policy project for a government or policy organization in Massachusetts. Students will be challenged to analyze evidence, observe and interview practitioners, craft policy recommendations, write policy memos and make presentations on pressing policy issues. The course will be interactive, featuring simulations, case studies, guest policy leaders, group projects and other policy development tasks.

The aim of the course is to deepen students' understanding of state governance and policy, to prepare

students to be effective activists in the state policy domain or to be informed consumers/observers of state policy. We will also strive to help students better understand the current policy environment and the leadership skills required to navigate divisive educational issues at the state level.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	examine trends
HGSE: Content	civic engagement
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	debate
HGSE: Competencies	write an op-ed
HGSE: Content	law
HGSE: Content	partnerships
HGSE: Content	diversity equity inclusion
HGSE: Content	policy
HGSE: Pedagogy	field-based learning
HGSE: Competencies	understand data
HGSE: Content	advocacy
HGSE: Content	economics
HGSE: Content	accountability
HGSE: Content	system-level leadership
HGSE: Competencies	develop a theory of action
HGSE: Content	data analysis
HGSE: Content	governance
HGSE: Content	community
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a policy memo
HGSE: Competencies	think strategically
HGSE: Content	decision-making
HGSE: Competencies	analyze arguments
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	design an intervention
HGSE: Content	politics
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Competencies	interpret laws
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A150A Section: 1

New Directions in Black Power Studies Part I (222852)

Brandon Terry

Jarvis Givens

2023 Fall (2 Credits) **Schedule:** R 1200 PM - 0245 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

The 2023-2024 Warren Center for American History workshop brings together an interdisciplinary group of historians, social scientists, humanists, and scholars of black political thought to explore what might be at stake — philosophically, theoretically, culturally, and politically — in revisiting the Black Power Movement in the present. Building on the successes of Black Power Studies scholars, this seminar seeks to resist unduly defensive and siloed forms of scholarly engagement, to openly and critically interrogate Black Power's political and cultural dynamics, social formations, and conceptual contributions to political and social thought across such key concerns as political violence, education, the philosophy of race, cultural politics, gender, political economy, and more. Engaging the work-in-progress of visiting scholars, faculty, and other guests, the seminar will provide an extended opportunity to reflect upon the political and intellectual legacy of Black Power, the place of black radical traditions in academic scholarship, and how historians, theorists, and social scientists might work more collaboratively to pursue the hard questions the movement continues to raise.

Additional Course Attributes:

Attribute	Value(s)
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Competencies	write a research/analytic paper
Full Year Course	Indivisible Course
HGSE: Content	history
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	socratic discussion

Education A150B Section: 01

New Directions in Black Power Studies Part II (223876)

Jarvis Givens

Brandon Terry

2024 Spring (2 Credits) **Schedule:** R 1200 PM - 0200 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

The 2023-2024 Warren Center for American History workshop brings together an interdisciplinary group of historians, social scientists, humanists, and scholars of black political thought to explore what might be at stake — philosophically, theoretically, culturally, and politically — in revisiting the Black Power Movement in the present. Building on the successes of Black Power Studies scholars, this seminar seeks to resist unduly defensive and siloed forms of scholarly engagement, to openly and critically interrogate Black Power's political and cultural dynamics, social formations, and conceptual contributions to political and social thought across such key concerns as political violence, education, the philosophy of race, cultural politics, gender, political economy, and more. Engaging the work-in-progress of visiting scholars, faculty, and other guests, the seminar will provide an extended opportunity to reflect upon the political and intellectual legacy of Black Power, the place of black radical traditions in academic scholarship, and how historians, theorists, and social scientists might work more collaboratively to pursue the hard questions the movement continues to raise.

Additional Course Attributes:

Attribute	Value(s)
HGSE Cross-Listed Course	HGSE Cross-Listed Course
Full Year Course	Indivisible Course
HGSE: Content	history
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	write a research/analytic paper

Education A155 Section: 1

Literacy, Power, and Society: Considerations for Policy, Pedagogy, and Justice (223037)

Maya Alkateb-Chami

2024 Spring (2 Credits) **Schedule:** R 0130 PM - 0415 PM

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

This course will engage three major themes. First, the relationship between literacy and social justice. This involves examining how literacy (or lack thereof) affects access to basic rights, such as education, healthcare, and political representation. It also involves revisiting fundamental questions about what literacy (or literacies) is/are. Second, the relationship between language, literacy, and power. This involves looking into examples of how literacy has been used as a tool of power and control throughout history, as well as the ways in which literacy has been used to promote democratic ideals and empower marginalized groups. It also includes an exploration of the relationship between literacy and economic and social power, leveraging the Bourdieusian concepts of cultural and symbolic capital. Third, promising practice and scholarship in the area of language, literacy, and politics. This ranges from practice and theory at the level of the classroom, such as Freire's work on literacy and critical pedagogy, to language-in-education policies and literacy outcomes in multilingual contexts. Across this interdisciplinary course, sociological as well as philosophical approaches to literacy education will be engaged. We will look at specific case studies from different locations, such as recent literacy-related litigation in the U.S., and historical and contemporary efforts related to language and schooling in both Haiti and South Sudan. We will pay particular attention to deciphering and discussing tensions in policy, research, and advocacy in relation to literacy and equity. No prior knowledge or experience in the domain of literacy development are required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make policy recommendations
HGSE: Competencies	improve teaching practice
HGSE: Content	pedagogy
HGSE: Pedagogy	research project
HGSE: Content	economics
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Content	civil rights
HGSE: Pedagogy	reflective writing
HGSE: Content	language and literacy
HGSE: Content	social justice
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	linguistic diversity
HGSE: Content	global/international context
HGSE: Content	policy
HGSE: Competencies	debate
HGSE: Content	philosophy
HGSE: Pedagogy	case-method learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	analyze arguments
HGSE: Content	politics
HGSE: Have You Considered	Have you Considered?
HGSE: Competencies	synthesize readings
HGSE: Content	diversity equity inclusion

Education A162 Section: 01

The Art and Science of Portraiture (180115)

Irene Liefshitz

2024 Spring (4 Credits) **Schedule:** M 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 15

Created by Dr. Sara Lawrence-Lightfoot over three 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)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A164 Section: 01

Program Evaluation and Education Policy (180117)

Thomas Kane

2024 Spring (4 Credits) **Schedule:** M 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 50

Do charter schools actually improve student outcomes? What is the impact of high dosage tutoring? Does a specific curriculum or professional development program improve student outcomes? Education policy debates often boil down to claims about impacts on students. In order to participate in those debates or to choose a curriculum or intervention for a school district or non-profit in the future, you must be a discerning consumer of quantitative impact evidence. In the course, we will discuss five common approaches to measuring program impacts: randomized trials, regression discontinuity, difference-in-differences (sometimes known as comparative interrupted time series), covariate adjustment (sometimes known as "value-added") and matching. Students will gain experience reading, critiquing and replicating examples of each type of study. We will discuss the key assumptions underlying each approach and students will learn what evidence might confirm whether those assumptions are met. Although the primary goal is to build students' skills in reading and critiquing evidence of program impact, we will also discuss recent evidence on important education policy topics, such as charter schools, school vouchers, the impact of college financial aid, etc. 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.
***Instructor permission required*. Enrollment is limited. Please see the course website for details on how to apply for the course via a Qualtrics form. The form is due Thursday, January 18 2023 at 3:00pm EST. All students who submit the Qualtrics form will be notified if they have been admitted or waitlisted by 9pm EST on Thursday, January 18, 2023. If you are accepted but then decide not to take the class, please email the TFs so we can admit another student. Prerequisites: Successful completion of S-040 (HGSE), API-202 (HKS)**

or prior equivalent training in multiple regression. Jointly offered at the Harvard Kennedy School (HKS) as API-211.

Additional Course Attributes:

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

Education A203 Section: 1

Educational Justice (180135)

Meira Levinson

2024 Spring (4 Credits) **Schedule:** R 0130 PM - 0415 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 should policymakers and educators attend to the risks of pandemics without furthering existing educational inequalities? How are efforts to correct educational inequality, such as school closures or teacher evaluation policies, 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 in the United States and, to some extent, abroad. Our goals will be to deepen our own understandings of educational justice, to engage with others about complex ethical judgments across multiple lines of difference, and to learn how to enhance educators' and policymakers' capacities to make ethical decisions under challenging conditions.

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

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	critical theory
HGSE: Content	ethics
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	pedagogy
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Content	teachers

HGSE: Content	bullying/discrimination
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	E&O Electives
HGSE: Content	diversity equity inclusion
HGSE: Content	system-level leadership
HGSE: Competencies	write a case study
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Content	social contexts
HGSE: Content	lgbtq
HGSE: Content	social justice
HGSE: Content	values
HGSE: Content	teacher preparation
HGSE: Content	learning and teaching
HGSE: Content	race/ethnicity
HGSE: Competencies	debate
HGSE: Content	principals
HGSE: Content	decision-making
HGSE: Competencies	analyze arguments
HGSE: Content	disability/ableism
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	project-based learning

Education A204M Section: 01

Art of Social Change (219931)

Michael Gregory

Crisanne Hazen

2024 Spring (4 Credits) **Schedule:** M 0130 PM - 0330 PM

Instructor Permissions: Instructor **Enrollment Cap:** 34

***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 workshopping 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 Cross-Listed Course	HGSE Cross-Listed Course
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Education A210H Section: 01

Introduction to Policymaking in Action (207218)

Laura Schifter

2024 Spring (2 Credits) **Schedule:** TWRF 0900 AM - 0200 PM

Instructor Permissions: Instructor **Enrollment Cap:** 24

***Lottery-based Enrollment* The goal of this course is to learn about the legislative process, specifically focusing on how bills are drafted, amended, and passed and how stakeholders develop arguments to support their policy priorities. To do this, students will engage in a simulation following a bill from introduction through committee mark-up. The bill will focus on establishing standards for the use of seclusion and restraint in schools. Class participants will take-on roles including congressional members and staff, advocacy organizations, and school groups. Students will read bills and research, draft legislation, deliver statements, and actively negotiate priorities with peers. No prior policy experience required.**

Class Notes:

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 11/6. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 11/13. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Content	teams
HGSE: Content	social justice
HGSE: Content	decision-making
HGSE: Content	teachers
HGSE: Content	law
HGSE: Content	negotiation
HGSE: Pedagogy	peer learning
HGSE: Live Q&A Schedule	January Term Live Q&A Schedule
HGSE: Competencies	make a speech
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Content	disability/ableism

HGSE: Content	leadership
HGSE: Competencies	analyze arguments
HGSE: Limited Enrollment	JAN - Residential Courses
HGSE: Pedagogy	experiential learning
HGSE: Competencies	interpret laws
HGSE: Content	politics
HGSE: Competencies	build partnership
HGSE: Content	civil rights
HGSE: Content	policy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	debate
HGSE: Content	nonprofits
HGSE: Content	group dynamics
HGSE: Pedagogy	simulation/role play

Education A212 Section: 01

Moral Leadership: Ethics in Public Life (218703)

Mathias Risse

2024 Spring (4 Credits) **Schedule:** MW 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-Based Enrollment* DPI-202 examines moral leadership in the context of professional public service. It focuses on cultivating proficiency in a range of skills that together help to ground moral action. These skills include: 1) accurately perceiving the moral dimensions of situations that arise in public service, 2) adequately weighing moral tradeoffs that have to be made as part of strategic action, and 3) effectively putting into reflective equilibrium, the verdicts of the heart and those of the head. Additionally, DPI-202 promotes 4) the capacity to entertain different moral perspectives, that is, the ability to temporarily live in another person's moral universe and see the world through their eyes. The ability to do this well is an essential component to successfully practicing the skills needed for virtuous action. The class will be largely case-based, but also introduce moral and political theory and material from adjacent fields as needed to work through the cases. We will also prominently integrate quite a number of movies, both for the sake of making the cases come alive and to conceptualize how media representation of human experience can influence how people think about challenges.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE Cross-Listed Course	HGSE Cross-Listed Course
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	leadership
HGSE: Content	values
HGSE: Have You Considered	Have you Considered?

Education A222 Section: 01

Higher Education and the Law (180151)

Philip Catanzano

2024 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., intellectual property law, intercollegiate athletics, and speech on campus). 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: Content	policy
Blue Course Evaluations	ALL
HGSE: Pedagogy	peer learning
HGSE: Content	higher education
HGSE: Content	law
HGSE: Competencies	interpret laws
HGSE: Content	organizations
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A235 Section: 01

Legal Issues in K-12 Education (220678)

Philip Catanzano

2023 Fall (4 Credits) **Schedule:** R 0130 PM - 0415 PM

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

This course is designed to provide an overview to legal issues impacting K-12 education in the United States. We will begin by learning how the legal system works, generally, and how to navigate legal tools, e. g., cases, 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)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	civil rights

Education A305 Section: 1

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

Jim Heal

2024 Spring (4 Credits) **Schedule:** F 0130 PM - 0415 PM

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

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

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Competencies	design an intervention
HGSE: Competencies	analyze qualitative data
HGSE: Content	pedagogy
HGSE: Competencies	design a school
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	think strategically
HGSE: Pedagogy	discussion sections
HGSE: Competencies	make a presentation
HGSE: Content	leadership
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collect qualitative data
HGSE: Content	learning and teaching
HGSE: Content	diversity equity inclusion
HGSE: Content	policy
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A310 Section: 1

Coaching with Equity in Mind (223017)

Kathy Boudett

Michele Shannon

2023 Fall (4 Credits) **Schedule:** R 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. In addition to our class time, each week you will engage in a self-scheduled 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.

At the beginning of the course you will coach a peer on how they communicate their commitment to equity, and then later you will coach a different 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 your coachee can do their own learning. Through extensive small-group practice sessions and 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 live equity leadership dispositions and a well-honed public statement that you can use in a variety of professional settings to confidently convey to others who you are, what you believe about equity, and how that informs why you do the work you do.

Additional Course Attributes:

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

Education A310C Section: 01

Faith, Education, and Leadership (214534)

Irvin Scott

2024 Spring (2 Credits) **Schedule:** MTWRF 0900 AM - 1200 PM
F 0100 PM - 0300 PM

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)

Education A310G Section: 01

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

Kathy Boudett

2024 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 capable of collaborating so each student thrives? This course, which has graduate students learning side-by-side with practitioners from a wide variety of contexts, 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 collaborative analysis of a wide range of data sources, including annual standardized tests, periodic formative assessments, daily student work, and observation of classroom practice. In a hands-on, interactive format, you will learn tools for presenting, discussing, and acting on data. Specifically, you will learn how to: 1) articulate how and why equity is central to the work of school improvement; 2) build skills to take an equity lens at each step of the Data Wise Improvement Process; 3) demonstrate a relentless focus on evidence when collaboratively analyzing a wide range of data sources, including annual standardized tests, periodic formative assessments, daily class work, and observations of classroom practice; 4) engage in intentional collaboration by using a Meeting Wise "rolling agenda" and practicing wise meeting facilitation and participation; and 5) cultivate a shared commitment to action, assessment and adjustment as you develop a plan to launch collaborative data inquiry in a real-world context.
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: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Competencies	E&O Electives
HGSE: Content	organizations
HGSE: Content	student achievement
HGSE: Pedagogy	simulation/role play

HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Content	assessment
HGSE: Competencies	facilitate group process
HGSE: Competencies	collaborate
HGSE: Content	leadership
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	create data visualizations
HGSE: Content	principals
HGSE: Pedagogy	peer learning
HGSE: Content	decision-making
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	process improvement
HGSE: Content	teams

Education A310R Section: 01

Independent Schools: Leadership, Opportunities, Challenges (214365)

Richard Melvoin

2023 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, such as limited resources, demanding faculty, difficult parents, complex disciplinary cases, and especially 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, rigorous discussion and projects, 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:

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Fall 2 Monday modules will begin October 30.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	career development
HGSE: Pedagogy	case-method learning
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	diagnose complex problems

Education A310S Section: 01

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

Linda Nathan

2023 Fall (2 Credits) **Schedule:** W 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 20

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 as the cornerstone for democracy. Democracy as a core organizing value for education. This 6-week Fall 2 module seeks to understand the complexities and intricacies of this relationship. The lived experiences of educators and students around the world will form the primary text of this course. We will visit schools – in-person and virtually – to observe what does education for democracy and democratic education mean for equity, freedom, decision-making, and learning and socialization. Through these visits, we will seek to answer the following questions. How do external and internal forces shape democratic aims for education? How do you design schools – scheduling, curricula, assessment, funding, testing, partnerships – to actualize democratic values? Can democracy ever be achieved and if so, can it be achieved for everyone? Should education even work to uphold democracy or be organized around democratic values?
At the end of the module, students will share their vision for education and democracy through a teach-in and short write-up and reflection. This course is an opportunity for our learning community to meet the moment. Education is being used for 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 space 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.

Additional Course Attributes:

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

Education A310W Section: 01

Leading Strategically: Building Skills for Effective Leadership (215779)

Elizabeth City

2024 Spring (2 Credits) **Schedule:** M 0430 PM - 0715 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.

Additional Course Attributes:

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

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Education A311A Section: 01

Leading a School Through Challenge and Crisis (217441)

Richard Melvoin

2024 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 reach that calm. The current school year provides one staggering case, as all school leaders have faced in the pandemic a crisis unprecedented in our lifetimes. How could leaders respond to this crisis 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 less urgent but no less real crises: a slashed budget, a sharp decline in enrollment, 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: Content	leadership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	case-method learning
HGSE: Competencies	diagnose complex problems
Blue Course Evaluations	ALL

HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Education A314 Section: 1

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

S. Paul Reville

Rob Watson

2024 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. Enrollment procedure will be posted on the course website. This course is available for cross-registration.

Additional Course Attributes:

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

Education A320 Section: 01

Building a Democratic School: School Design Workshop (180185)

Linda Nathan

2024 Spring (4 Credits) **Schedule:** R 0300 PM - 0600 PM

Instructor Permissions: Instructor **Enrollment Cap:** 28

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.

Class Notes: **Please note that this course has a required section meeting that will be scheduled in consultation with the class.**

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

2023 Fall (0 Credits) **Schedule:** T 0400 PM - 0615 PM

Instructor Permissions: Instructor **Enrollment Cap:** 10

Permission of instructor required. Prerequisite: Acceptance in March 2023 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 2024. 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: Content	principals
HGSE: Competencies	create data visualizations
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Content	process improvement
HGSE: Content	instructional design
HGSE: Content	decision-making
HGSE: Content	leadership
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
Full Year Course	Indivisible Course
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Content	assessment
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Pedagogy	field-based project
HGSE: Content	organizations
HGSE: Content	student achievement
HGSE: Content	teams

Education A324Y Section: 1

Data Wise Coach Certification (203667)

Kathy Boudett

2024 Spring (2 Credits) **Schedule:** T -

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: Content	coaching
HGSE: Content	professional development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	team-based learning
Full Year Course	Indivisible Course
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	deliver instruction
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion

Education A337 Section: 01

Equity and Inclusion Leadership Practicum (213699)

Houman Harouni

2023 Fall (4 Credits) **Schedule:** TR 0900 AM - 1020 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.

Additional Course Attributes:

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

Education A362 Section: 1

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

Ebony Bridwell-Mitchell

2023 Fall (4 Credits) **Schedule:** T 0130 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** 12

Why is it so difficult to change ineffective, counterproductive, and sometimes harmful beliefs, practices, and structures in schools? In this class we answer this question by examining how schools operate as institutions. This means beliefs, practices, and structures in schools tend to be long-held, deeply ingrained,

value-laden, and often widely accepted as appropriate even when they no longer accomplish stated functions or desired outcomes. By focusing on 'the why' of institutions, this class aims to empower students with the conceptual and analytical skills to understand and take action on 'the how' of changing institutions. By the end of the course, students will be able to answer questions such as, "why do conventional school structures persist despite limited evidence of their effectiveness?"; "why do so many education reforms come and go and come again?"; "how can deeply ingrained beliefs and practices in schools be transformed by school stakeholders?" The course is targeted primarily to doctoral students, research-oriented master's students, and any highly motivated student interested in gaining an in-depth understanding of the institutional processes in school organizations, systems, and sectors. The class format is mainly inquiry-driven seminar style discussions grounded in theoretical and empirical academic articles linked to dilemmas in real-world education contexts.

Permission of instructor required. Enrollment is limited to 12. HGSE doctoral students are given preference in enrollment.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper

Education A404M Section: 1

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

Aaliyah El-Amin

2023 Fall (2 Credits) **Schedule:** R 0230 PM - 0515 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

Throughout U.S. history, Black educators and families have engaged in organized efforts to assert their humanity, 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 required. Enrollment procedure will be posted on Canvas site. This course fulfills the E&O elective requirement.

Additional Course Attributes:

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

Education A410A Section: 01

Teaching the Hard Histories of Racism in the United States (217508)

Adrienne Stang

2024 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 identity development, and a range of culturally sustaining pedagogies. Historical topics include antebellum enslavement, abolition, Indigenous genocide, xenophobia, and examples of resistance to oppression. 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. For a final project, students investigate a specific topic and create a plan to address it with students in a particular grade band.**

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

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	race/ethnicity
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	multimedia texts
HGSE: Content	history
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	collaborate
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	readings
HGSE: Competencies	facilitate group process
HGSE: Content	identity
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

Education A418 Section: 1

The History of Schooling in America (180220)

Rebecca Horwitz-Willis

2024 Spring (4 Credits) **Schedule:** W 1200 PM - 0245 PM

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

Contemporary education has deep roots in the past; roots that shape the purposes, practices, and organization of our educational system, and determine, in part, the possibilities of educational equity. This course seeks to understand those roots. Throughout the course we will examine how the people who shaped American schools from the colonial period to the present understood the following four primary questions: What are the purposes of public education? Who is included and why? What institutional structures and practices best fulfill these aims? Who makes these decisions and controls educational institutions? The answers to these questions have always been contested, and they have always been shaped by questions of race, power, and citizenship. We will explore whose priorities dominated, analyze how schools developed as sites of racial power, and seek to understand the impact of these historical debates on contemporary education. The focus of the course is on the relation of schooling to society. Readings are selected to illuminate the interaction between educational practices and the broader cultural, social, economic, and political context.

Additional Course Attributes:

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

Education A501 Section: 01

Negotiation Workshop (203733)

Whitney Benns

Deborah Goldstein

Gillien Todd

Samuel Straus

2023 Fall (4 Credits) **Schedule:** F 0830 AM - 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.

This course meets six consecutive Fridays from 8:30am - 3:30pm with a 90 minute break for lunch from 12-1:30pm. Please note that the first class on Friday, September 8 will run until 4:30pm.

Please note: The Drop deadline for this course is earlier than the standard drop deadline for the semester. Students must drop by Monday, September 11th at 5pm.

Additional Course Attributes:

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

Education A501M Section: 01

Negotiation Workshop (212595)

Deborah Goldstein

Samuel Straus

Whitney Benns

Gillien Todd

Alonzo Emery

2024 Spring (4 Credits) **Schedule:** MTWRF 0900 AM - 0330 PM

Instructor Permissions: Instructor **Enrollment Cap:** 72

***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. A certain number of spots in this course are reserved for second-year students in the Ed.L.D. program who enroll by the time of the course lottery.**

Must be taken Satisfactory/No Credit.

Class Notes: **A number of spots will be held for Ed.LD. students before the lottery is run.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	negotiation
HGSE: AAR Attributes	May Term course
HGSE: Limited Enrollment	May Term Course
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning

Education A504 Section: 01

The Organization Science of School Improvement (220658)

Ebony Bridwell-Mitchell

2024 Spring (4 Credits) **Schedule:** T 0130 PM - 0415 PM

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

This course focuses on "the how" of school improvement. While identifying the right problems and possible solutions is essential to school improvement, as is developing leaders who can transform the sector, this is not enough. Because schools are organizations, any work leaders might do to solve important problems or to implement needed policies and programs, depends on how well their organizations work and how they foster organizational conditions supporting improvement. Through interactive lectures, hands-on activities, case discussions, and team-based assignments balancing intellectual rigor and practical relevance, this class leverages well-established research on organizations to provide students with the conceptual and analytical tools to address six fundamental areas of organizational development. By the end of the class, students will be able to answer questions such as which organizational structures are most effective for accomplishing goals; what does it take to build a strong school culture and how do you navigate complex pressures in schools' external environments?

Additional Course Attributes:

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

Education A608 Section: 01

Leadership, Entrepreneurship, and Learning (180237)

Monica Higgins

2023 Fall (4 Credits) **Schedule:** TR 0900 AM - 1020 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: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teachers
HGSE: Content	group dynamics
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Content	relationships
HGSE: Content	community
HGSE: Content	innovation
HGSE: Content	process improvement
HGSE: Content	teams
HGSE: Content	social justice
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	think strategically
HGSE: Content	scaling
HGSE: Content	partnerships
HGSE: Content	diversity equity inclusion
HGSE: Content	decision-making
HGSE: Pedagogy	case-method learning
HGSE: Competencies	make a presentation
HGSE: Content	psychology
HGSE: Content	social contexts
HGSE: Content	strategic planning
HGSE: Content	ethics
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	higher education
HGSE: Content	principals
HGSE: Content	organizations
HGSE: Content	motivation
HGSE: Content	negotiation
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	accountability
HGSE: Content	system-level leadership
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Competencies	diagnose complex problems
HGSE: Content	nonprofits
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop a theory of action
HGSE: Content	values
HGSE: Content	school reform
HGSE: Content	pedagogy
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Content	entrepreneurship
HGSE: Pedagogy	team-based learning

Education A608 Section: 02

Leadership, Entrepreneurship, and Learning (180237)

Uche Amaechi

2023 Fall (4 Credits) **Schedule:** TR 0600 PM - 0720 PM

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: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	organizations
HGSE: Content	nonprofits
HGSE: Content	school reform
HGSE: Content	scaling
HGSE: Content	negotiation
HGSE: Content	identity
HGSE: Content	adult development
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	team-based learning
HGSE: Content	higher education
HGSE: Content	accountability

HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	build partnership
HGSE: Content	values
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Content	psychology
HGSE: Content	social justice
HGSE: Content	culture
HGSE: Content	decision-making
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	group dynamics
HGSE: Content	motivation
HGSE: Content	ethics
HGSE: Content	entrepreneurship
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	principals
HGSE: Content	relationships
HGSE: Content	community
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Content	process improvement
HGSE: Content	teachers
HGSE: Content	partnerships
HGSE: Content	innovation
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	think strategically
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	pedagogy
HGSE: Content	leadership
HGSE: Content	system-level leadership

Education A612M Section: 01

Organizing: People, Power, Change (219991)

Marshall Ganz

2024 Spring (2 Credits)

Schedule: F 0100 PM - 0530 PM
SS -
F 0100 PM - 0530 PM
SS 0900 AM - 0530 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

***"In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others,"* de Tocqueville observed. Fulfilling the democratic promise of equality, accountability and inclusion requires the participation of an "organized" citizenry that can articulate and assert its shared interests effectively. We can practice democracy by organizing others to confront major public challenges by enabling muted voices to be heard, values to be translated into action, and political will to be mobilized.**

Leadership in organizing requires accepting responsibility to enable others to achieve shared purpose in the face of uncertainty. Organizers ask three questions: who are my people, what is our challenge, and how

can we turn resources we have into the power we need to meet that challenge. In this module students learn to work as leadership teams to reach out to constituents to design an organizing campaign. Students learn as reflective practitioners of leadership of their campaign: building relationships committed to common purpose; turning values into motivated action through narrative; strategizing to turn resources into the power to achieve outcomes; taking effective action; and structuring leadership collaboratively.

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

Class Notes:

NOTE: In Spring 2024, MLD-377 will be offered as a two-week practicum during the Spring 1 Module, with in-person instruction limited to two intensive workshops on the weekends (February 23-25 and March 1-3, 2024). The course will have a maximum enrollment of 63 students, including cross-registered students. Interested students should complete the Student Commitment Form [to be posted Fall 2023]. See Course requirements below for more details about the structure of and participation requirements for this module course. Students enrolling in this course must also enroll in A622M.

Course requirements include:

· Attendance: Students will attend two weekend practicum sessions, or workshops, [February 23-25; March 1-3], the core "classroom" component of this class. Workshops will begin on Friday afternoon and continue in full day sessions on Saturday and Sunday. Attendance is required for all sessions.

· Coaching and Team Meetings: Students meet one-to-one with their small group coach for 10 to 15 minutes in the week before the practicum and in their team for 30 minutes three times over the course of the week in between the two practicum sessions.

· Readings: Pre-practicum readings are required, and additional readings are recommended for each session. A case will be assigned for reading between Workshop #1 and Workshop #2.

· Reflection Paper: Students are required to write a 600 word pre-practicum introductory worksheet.

· Final Paper: Students are required to write a 600 word final paper reflecting on their practical, conceptual, and individual learning.

Registration for this course has two required steps:

1. Complete this Student Commitment Form as soon as possible. Due by midnight on January 21st:

https://admin.my.harvard.edu/psc/hrvcsprd_1/EMPLOYEE/HRMS/c/G3FRAME.G3SEARCH_FL.GBL?&G3SEARCHGRP=RECORDS_ENROLLMENT&G3FORM_TYPE=PRESFC&G3FORM_CONDITION=Default&G3FORM_TASK=ADD

2. Follow the regular steps for class registration on my.harvard.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a speech
HGSE: Content	organizations
HGSE: Content	group dynamics
HGSE: Content	civic engagement
HGSE: Content	motivation
HGSE: Content	social development

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

Education A622M Section: 01

Organizing: People, Power and Change Practicum (222010)

Marshall Ganz

2024 Spring (2 Credits) **Schedule:** TR 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

In the first module of Organizing: People, Power and Change, students learn to form a leadership team, decide on a shared purpose and design a campaign to act on that purpose. In the second module, students organize the campaign: campaign kick-off, developing leadership, innovating tactics, engaging with power, and winning, losing, and learning. In lecture, we focus on that week's challenge, drawing insight from cases, and other resources. In section, we coach each team on practices useful in meeting their challenges. We conclude with reflection, celebration, and what's next.

Class Notes: **Permission of the instructor required. Also offered by the Graduate School of Education as A622M. Prerequisite: Students must take MLD-377M / A612M in Spring 1 (2023).**

Additional Course Attributes:

Attribute	Value(s)
HGSE Cross-Listed Course	HGSE Cross-Listed Course
Blue Course Evaluations	ALL

Education A701 Section: 01

Creating the Future of American Postsecondary Education (216684)

Francesca Purcell

2023 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: Competencies	diagnose complex problems
HGSE: Content	postsecondary education
HGSE: Competencies	examine trends
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Competencies	understand data
HGSE: Content	social justice

HGSE: Competencies	collaborate
HGSE: Content	descriptive statistics

Education A710B Section: 1

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

Joseph Zolner

2023 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 "hot topics" in institutional advancement 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.

Class Notes: **Course will meet on the following days from 9:00-11:45am:**

- September 8, September 15, September 22, September 29, October 6

Course will meet from 9:00am-12:15pm on October 13.

Additional Course Attributes:

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

Education A710Z Section: 01

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

Timothy McCarthy

Susan Marine

2024 Spring (2 Credits) **Schedule:** S 1000 AM - 1230 PM
TR 0630 PM - 0900 PM
S 0130 PM - 0400 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:

Class will meet on the following days:
Tuesday, January 2nd and Thursday, January 4th- 6:30-9:00pm (Larsen 203)
Saturday, January 6th- 10:00am- 12:30pm and 1:30pm-4:00pm (GCC 4)
Tuesday, January 9th and Thursday, January 11th- 6:30pm- 9:00pm (Larsen 203)

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 11/6. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 11/13. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	JAN - Residential Courses

Education A718M Section: 01

Redesigning Colleges and Universities for Equitable Student Success (214532)

Francesca Purcell

2024 Spring (2 Credits) **Schedule:** T 0130 PM - 0415 PM

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

More than 40 percent of students who start college in the United States drop out before earning a

degree. This is an enormous waste of time, talent, and money with many of these students ending up worse off for having tried college, unable to pay back their student debt and no credential to help them get a better job. This course explores how colleges and universities can redesign their policies and practices to help more students earn a postsecondary credential and reduce completion inequities associated with family income level, race and ethnicity, and gender. After gaining a deep understanding of the evidence and data around student completion and where the pathways break down, we will focus on institutional strategies which provide comprehensive structure and support for students, utilize student-level data to measure and improve student progression, and engage all campus constituencies in making completion a top priority without compromising commitments to access and quality. Students will learn about the factors that help create large-scale change within a variety of postsecondary institutions. This course fulfills the elective requirement of the Equity & Opportunity Foundations experience. These electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	think strategically
HGSE: Content	higher education
HGSE: Competencies	E&O Electives
HGSE: Content	leadership
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

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Education A720 Section: 01

Ethical Questions in Higher Education (218668)

Brian Rosenberg

2024 Spring (4 Credits) **Schedule:** W 0430 PM - 0715 PM

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

The current moment has underscored the fact that leaders in higher education are forced regularly to make difficult decisions that have competing ethical and practical consequences. How does one decide about the opening or closing of a campus during a pandemic? How does one balance a commitment to the free exchange of ideas against the potential for some ideas to create a toxic environment? What role should the university play in challenging governmental policies that conflict with the university's mission? How does one weigh the importance and cost of access to college against the importance and cost of investing in the quality of college? In this course we will explore these and other challenging questions through a combination of actual case studies and broader discussions about the role and responsibilities of the university in society. Students will be asked to formulate careful arguments and to wrestle with the fact that life—on and off a college campus—is rarely simple.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	policy
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	synthesize readings
HGSE: Content	advocacy

HGSE: Content	strategic planning
HGSE: Content	ethics
HGSE: Pedagogy	research project
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	analyze arguments
HGSE: Content	financial aid
HGSE: Content	postsecondary education
HGSE: Competencies	understand data
HGSE: Competencies	apply economic concepts
HGSE: Competencies	collaborate
HGSE: Content	governance
HGSE: Content	budgeting
HGSE: Content	causal reasoning
HGSE: Content	decision-making
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	diversity equity inclusion
HGSE: Competencies	make policy recommendations
HGSE: Competencies	think strategically
HGSE: Content	financial management
HGSE: Content	career development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	readings
Blue Course Evaluations	ALL
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	practice equity and inclusion
HGSE: Content	higher-education access
HGSE: Competencies	debate
HGSE: Competencies	analyze qualitative data
HGSE: Content	organizations
HGSE: Content	college access
HGSE: Content	reading
HGSE: Content	philosophy
HGSE: Content	leadership

Education A720M Section: 01

Curiosity, Courage, and Change (219747)

KellyAnn Robinson

2023 Fall (2 Credits) **Schedule:** F 0900 AM - 1145 AM

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

This is an experiential course designed to provide students with an opportunity to engage in self-assessment and reflection of their own identities, values, and biases when working with diverse learners. Through case studies, guest speakers, assigned readings in neurodiversity, neuropsychology, mindfulness and meditation, and a series of practices (including individual and group coaching, meditation, critical reflection, finding solutions, and embracing change), students will explore approaches to maximizing inclusivity in education, employment, and community. Based on their interests' students will use their knowledge to design/re-design or develop processes, experiences and/or products reflecting inclusivity of neurodiverse individuals.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Have You Considered	Have you Considered?

Education A722 Section: 01

Facilitating Professional Learning for Adults (218704)

Candice Bocala

2023 Fall (4 Credits) **Schedule:** MW 1030 AM - 1145 AM

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

Learning occurs across our lifetimes. This course will explore common approaches to designing and facilitating learning experiences for adults, with an emphasis on learning in teams and communities of practice. We will review relevant theories of adult learning and development and their implications for design and facilitation choices. Students will meet in a smaller group during the course and practice facilitating learning activities for this group. In doing so, students will gain an understanding of the facilitator's role and how to select activities such as discussion protocols that are matched with the learning goals. Students will receive developmental feedback from their peers and the teaching team on their facilitation and the design of their team activities. We will also explore how to establish learning-focused cultures in settings where diverse groups of stakeholders have to work together. This course is appropriate for students who intend to design workshops, courses, or other professional learning for adults, students who would like to sharpen their ability to facilitate groups, and students who anticipate leading organizations that intentionally support adult learning.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adult development
HGSE: Pedagogy	experiential learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	learning and teaching
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	reflective writing
HGSE: Content	professional development
HGSE: Content	teams
HGSE: Competencies	practice equity and inclusion

Education A729 Section: 1

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

Jaein Lee

2023 Fall (2 Credits) **Schedule:** F 0130 PM - 0415 PM

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)

Education A734 Section: 01

Cultural and Social Inequality in Higher Education (223895)

Jaein Lee

2024 Spring (2 Credits) **Schedule:** F 0900 AM - 1145 AM

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

College education is perceived as the "great equalizer," especially for students who come from low-income and racially-ethnically marginalized communities. Yet, studies have contested this view by demonstrating how universities have institutional policies, practices, and structures to maintain social inequality. In this module, students will be introduced to theoretical and empirical studies on the role of social class and culture in higher education in the United States. The aim of this course is to examine the different ways that higher education institutions have shaped practices and structures that segregate students by class, race, ethnicity, and/or citizenship among others. Studying higher education in relation to the broader society (i.e., taking a sociological lens) is critical in understanding how universities maintain their status quo despite the growing initiatives in creating equitable and inclusive campuses.

By learning about and engaging with sociological theories and frameworks, students will understand how inequity issues in colleges are interconnected to other social policies and cultural conditions in our society. In addition to research studies, students will also read current news and opinion articles, and examine current issues using a sociological lens. Students will be asked to critically examine universities' dominant practices, including established initiatives and programs, and develop new approaches that challenge the status quo. In this course, students will expand their views of higher education institutions as a context beyond 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

Education A740A Section: 01

Ethnographic Methods for Higher Education Research (218767)

Alexis Redding

2024 Spring (2 Credits) **Schedule:** T 0130 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 15

In this module, we will learn the history, epistemology, and methodology of ethnographic research in the

field of higher education. We will balance our time between a critical reading of ethnographies on the college experience and engaging in a qualitative research practicum at a nearby campus. Our hands-on fieldwork will allow us to capture the voices of current college students as we consider the complex social and cultural systems of the institution that inform their experiences. In the process, we will explore different ethnographic traditions and modes of data collection as we conduct paired observations, workshop fieldnotes, and practice qualitative interviewing. Together, we will also navigate the logistical puzzles of field research while we grapple with broader questions about power, positionality, and representation. This course will equip students with the skills they need to design studies that are thoughtful, rigorous, and ethical. Limited enrollment. Permission of instructor required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	field-based learning
Blue Course Evaluations	ALL
HGSE: Competencies	collect qualitative data
HGSE: Content	higher education
HGSE: Content	research methods
HGSE: Pedagogy	reflective writing
HGSE: Content	ethnography
HGSE: Content	research ethics
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct an interview

Education A747 Section: 1

College Admissions and Strategic Enrollment Management (223041)

Drew Allen

2024 Spring (2 Credits) **Schedule:** M 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)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	apply economic concepts
HGSE: Competencies	collaborate
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	college access
HGSE: Content	financial aid
HGSE: Content	admissions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	strategic planning
HGSE: Pedagogy	discussion sections
HGSE: Content	higher education

Education A801 Section: 01

Education Policy Analysis and Research in Comparative Perspective (180311)

Fernando Reimers

2023 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 in the aftermath of the COVID-19 pandemic. 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: Pedagogy	simulation/role play
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a policy memo
HGSE: Competencies	debate
HGSE: Content	school systems
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education A810 Section: 01

International Education Finance (223001)

Shelby Carvalho

2024 Spring (4 Credits) **Schedule:** F 0900 AM - 1145 AM

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)
All: Cross Reg Availability	Available for Harvard Cross Registration

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Education A811B4 Section: 1

Teacher Professional Development for Equity: Cases from the Republic of Ireland (223839)

Members of the Faculty

2023 Fall (1 Credits) **Schedule:** TR 0430 PM - 0645 PM

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

Course taught by Chen Yidan Visiting Global Fellow, Gavin Murphy, Assistant Professor in the School of Education at Trinity College Dublin. Course taught by Chen Yidan Visiting Global Fellow, Gavin Murphy. This course explores the power of collaborative approaches in promoting educational equity, by examining case studies that highlight the transformative impact of inclusive leadership in teacher professional development. Additionally, we will focus on three specific case studies from the Republic of Ireland. The first case study explores the developmental potential of action and improvement plans in addressing educational disadvantage, examining the "Delivering Equality of Opportunity in Schools" policy and its practice implications in the Republic of Ireland. The second case study delves into LGBTQ+ inclusion, showcasing how collaborative professional development initiatives have empowered pre-service teachers to create inclusive and affirming environments for LGBTQ+ students. Lastly, the third case examines the role of inclusive mentor leadership with pre-service teachers during their clinical placements, exploring how mentor teachers can support and guide future educators in developing their leadership capacity. Underpinning all these examples, we will explore the interconnections between distributed leadership and its potential for capacity building to promote inclusive leadership and educational equity. By analyzing these real-world examples, students will gain practical insights and strategies to enhance equity and inclusivity within their own educational contexts.

Class Notes: **This course will meet only on the following days/times:**

September 5, 7, 12, 14

4:30PM-6:45PM

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	reflective writing
HGSE: Competencies	think strategically
HGSE: Pedagogy	readings
HGSE: Content	lgbtq
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	diversity equity inclusion
HGSE: Content	global/international context
HGSE: Have You Considered	Have you Considered?

Education A811B5 Section: 1

Foundational Learning: Translating Policy into Action (223840)

Suman Sachdeva

2023 Fall (1 Credits) **Schedule:** TR 0430 PM - 0645 PM

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

Course taught by Chen Yidan Visiting Global Fellow, Suman Sachdeva, Global Lead for Primary Education, Foundational Learning at UNICEF HQ. Course taught by Chen Yidan Visiting Global Fellow, Suman Sachdeva. What is foundational learning? What types of interventions have enhanced foundational learning at scale? Which interventions can be cost-effective at scale? How can interventions encompass gender equality, inclusion and multilingualism in their designs? This course examines key contemporary global challenges, debates, and policies around foundational learning with a focus on low- and middle-income countries. We will discuss the concept of foundational learning as the gateway for all individuals to develop critical skills, and how this concept, rooted in learning poverty, became a buzz word in the global education and development sector. We will also examine the role of international agencies and governments in shaping policy reform on foundational learning. Students will be exposed to current knowledge and evidence from two countries in sub–Saharan Africa and South Asia, that have transformed their systems by translating policy into action using data and evidence. The course may be of interest to students keen to pursue careers in education policy and leadership roles in system level reforms.

Class Notes: **This course will meet only on the following days/times:**

October 3rd, 5th, 10th, and 12th

4:30pm-6:45pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Have You Considered	Have you Considered?
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	student achievement
HGSE: Content	scaling
HGSE: Content	global/international context

Education A811B6 Section: 1

Art Practice, Research, and Creative Learning in the Art Museum (223841)

Members of the Faculty

2023 Fall (1 Credits) **Schedule:** TR 1030 AM - 1245 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

Course taught by Chen Yidan Visiting Global Fellow, Emily Pringle, Freelance Museum Consultant and Researcher and former Head of Learning Practice and Research at Tate Museum. This course examines the synergies and fruitful overlaps between art practice, research, and creative learning, and explores how these interrelations can be employed productively within the educational objectives of art museums. Working individually and collaboratively, students will begin by examining the fundamentals of art practice, research, and creative learning as related processes of inquiry, analysis, and knowledge generation. Sessions will include group discussions, readings, and the interrogation of real-world examples from multiple countries, including Tate, the Irish Museum of Modern Art, and the Harvard Art Museums. During four sessions, two of which are museum-based workshops, at the Harvard Art Museum, students will be introduced to the concept of the 'practitioner researcher' and given opportunities to interrogate how, by

interconnecting the principles of art practice, research, and creative learning, they can enhance their own pedagogic, epistemological, and artistic practices.

Class Notes: **This course will meet October 24 and October 31st from 10:30-12:45 at HGSE. It will also meet October 26th and November 2nd from 10:30-12:45 at the Harvard Art Museum.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Have You Considered	Have you Considered?
HGSE: Content	arts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	museums
HGSE: Content	global/international context

Education A811B7 Section: 1

A Comparison of South African and the US' Experience of the Relationship between Race and Education (223842)

2024 Spring (1 Credits) **Schedule:** MW 0130 PM - 0345 PM

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

This course looks at South Africa and the United States as two of the leading global sites that produce racial inequality in education. By examining their similarities and differences, the course looks at how the concept of race is understood and worked with, and how racialization affects educational analyses, policy formulations and practices in these two settings. A central feature of the discussion of the relationship between race and education is the formative effect which understandings of race have on how education is delivered and experienced. In this course, we will discuss how racial ideas and their concomitant practices, particularly racism, have produced social inequality. Students will gain an in-depth understanding of how the relationship between race and education manifests differently in distinct parts of the world.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Have You Considered	Have you Considered?

Education A826 Section: 1

The Politics of Education in the Developing World (203621)

Emmerich Davies

2023 Fall (4 Credits) **Schedule:** TR 0130 PM - 0245 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. The course will also have a strong emphasis on writing with a project that hones students' ability to convey ideas for diverse popular audiences. 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.

Additional Course Attributes:

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

Education A827 Section: 01

Early Childhood Development in Global Contexts (214488)

Aisha Yousafzai

2024 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.

Class Notes: **This course will meet on the Harvard T.H. Chan School of Public Health campus in Spring 1, and then switch to the Harvard Graduate School of Education campus in Spring 2.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a survey instrument

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

Education **A830** Section: 1

Data in International Development (203622)

Emmerich Davies

2023 Fall (4 Credits) **Schedule:** T 0300 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

The production and interpretation of data has become increasingly important for policymakers, politicians, and researchers in international development. Decisions are made based on what the data says, and a lot of effort is spent on collecting data. In this class, we will take a hands on approach to understanding data. We will use several datasets common in international development -- including global performance assessments such as PISA, a national performance assessment dataset, a national census, and a public opinion dataset -- to better understand how the data is collected and used, what we can and cannot say with the data, and what the data tells us about education in low- and middle-income contexts. Class assignments will include problem sets and a final project applying tools and concepts learned in class to a topic of interest to students. We will also expand on the core conceptual building blocks taught in S-040 with a focus on application, interpretation, and visualization. Classes will be primarily taught using the R programming language, although users of other programming languages are welcome to take the course and use their preferred language. By the end of the course, students will understand the production and application of major datasets used in international education, as well as use the skills in this class to use and critique a broad range of data.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Competencies	code scripts/software
HGSE: Competencies	develop research questions
HGSE: Content	data analysis
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	understand data
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	analyze quantitative data
HGSE: Content	descriptive statistics
HGSE: Competencies	design a survey instrument
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	project-based learning

Education A837 Section: 01

Tackling Educational Controversies via U.S.-China Comparison (220818)

Ziyun Deng

2024 Spring (4 Credits) **Schedule:** TR 0900 AM - 1015 AM

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

The course aims to establish a common platform where students with diverse national, political, or linguistic backgrounds can co-explore fundamental and critical issues in education. Topics are situated in the U.S., in China, or at the crossroads. Equipped with historical and cultural background knowledge to understand the intricacies, students will have opportunities to directly communicate with stakeholders who are seeking innovative solutions from external experts.

Stakeholders to be introduced include (but not limited to):
- Writers of the new Chinese national standards, curriculum, and textbooks mandatory for public K-12 schools
- International scholars who feel overwhelmed, or even left out, among the heated race/ethnicity debates and conflicts in the US, yet they need to develop an effective visiting/exchange program for students from China

- Chinese Ministry of Education collaborating with a globally renowned Tech company to develop a rural education intervention program
- Entrepreneurs who closed their business due to the Chinese national anti-private-tutoring policy seeking alternative business models and investors in the US
- etc.

This course prepares aspiring education leaders with global perspectives. Students will engage in critical reading, accountable discussions, analytical writing, and hands-on workshops. Students will learn how to:
a) Unpack domestic debates from a refreshing, international perspective.
b) Reveal the presupposed background knowledge, embedded values, and hidden assumptions of communicative norms in education.
c) Effectively listen to, examine, and respond to contradictory information or opinions.

In the final project, students will write a memo, analysis, or solution plan for a stakeholder introduced in class; students may also propose their own topics.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	debate
HGSE: Content	values
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a research/analytic paper
HGSE: Content	linguistic diversity
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	socratic discussion
HGSE: Content	adolescent development
HGSE: Content	civic engagement
HGSE: Content	classroom instruction
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	analyze arguments
HGSE: Content	child development
HGSE: Content	college access
HGSE: Content	global/international context
HGSE: Content	school systems
HGSE: Pedagogy	peer learning
HGSE: Competencies	make a presentation
HGSE: Competencies	facilitate group process
HGSE: Content	culture
HGSE: Content	decision-making
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	readings
HGSE: Competencies	make policy recommendations
HGSE: Competencies	collaborate
HGSE: Competencies	examine trends
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	multimedia projects

Education A842 Section: 1

Citizens of the World: Global Citizenship Education in Philosophy, Policy, and Practice (223040)

Alysha Banerji

2024 Spring (2 Credits) **Schedule:** F 0900 AM - 1145 AM

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

In this module, students will be introduced to conceptualizations of Global Citizenship Education at three different levels– in philosophy, in global policy, and in the classroom; as well as corresponding critiques. While it is becoming increasingly evident that we need new forms of civic education to prepare students for living in globalized societies, global citizenship education has faced a range of challenges, including the absence of a compelling theoretical foundation, calls to decolonize existing practices, and limited pedagogical models. In this module, students will wrestle with these tensions to consider questions including: What is global citizenship education, and how can educators prepare young people to participate in increasingly interconnected and interdependent societies? How should we understand our own civic responsibilities, both within our countries of citizenship and across the world? How do we reconcile histories of conquest and colonialism with the global policy movement to build peaceful and sustainable societies through global citizenship education? While the course will introduce students to Global Citizenship Education across three domains, students will have the opportunity to focus on a single area, by developing an analytic argument, policy analysis paper, or lesson plan.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Have You Considered	Have you Considered?

Education A843 Section: 1

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

Emiliana Vegas

2023 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 to improve learning and reduce learning inequality in LMICs; and (iv) draw policy implications and recommendations for decisionmakers 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: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery**

event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Additional Course Attributes:

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

Education A860Y Section: 1

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

Sarah Dryden-Peterson

Fernando Reimers

2023 Fall (0 Credits) **Schedule:** W 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

The goal of this professional community is to support intellectual dialogue among students in the concentration about themes and dilemmas pertaining to Global, International, and Comparative Education (GICE), professional development, collective sense-making of the entire academic experience of students in the concentration and various programs, and intellectual and social community building. This professional development community is structured following this cadence each month. Week A: student-led session; Week B: conversation with alum (exploring career pathways and substantive areas of work); Week C: student-led session; Week D: conversations with faculty (exploring areas of work and substantive topics). Students work in pairs to take on the planning of one session throughout the year that addresses topics of interest identified by the entire cohort (sign-ups for this in September). This professional community experience is limited to and required for students in the GICE concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	analyze arguments
HGSE: Competencies	deliver a lesson
HGSE: Competencies	debate
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	design a lesson
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	examine trends
Full Year Course	Indivisible Course
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Content	global/international context

Education A862Y Section: 1

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

Sarah Dryden-Peterson

Fernando Reimers

2024 Spring (0 Credits) **Schedule:** W 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

The goal of this professional community is to support intellectual dialogue among students in the concentration about themes and dilemmas pertaining to Global, International, and Comparative Education (GICE), professional development, collective sense-making of the entire academic experience of students in the concentration and various programs, and intellectual and social community building. This professional development community is structured following this cadence each month. Week A: student-led session; Week B: conversation with alum (exploring career pathways and substantive areas of work); Week C: student-led session; Week D: community-building activity. Students work in pairs to take on the planning of one session throughout the year that addresses topics of interest identified by the entire cohort (sign-ups for this in September). This professional community experience is limited to and required for students in the GICE concentration.

Additional Course Attributes:

Attribute	Value(s)
Full Year Course	Indivisible Course
All: Cross Reg Availability	Not Available for Cross Registration

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Education AH103 Section: 01

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

Paul Harris

2024 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: Content	qualitative research
HGSE Cross-Listed Course	HGSE Cross-Listed Course
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Content	global/international context
HGSE: Content	developmental psychology
Blue Course Evaluations	ALL

Education AH125 Section: 01

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

Jack Shonkoff

2023 Fall (4 Credits)		**Schedule:**	W 0900 AM - 1145 AM
Instructor Permissions:	Instructor	**Enrollment Cap:**	60

The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective strategies to strengthen the foundations of healthy development in the early years of life. Drawing on a diversity of perspectives, students will learn how interactions among early experiences, variation in sensitivity to context, and developmental timing shape brain architecture and other biological systems that affect learning, behavior, and lifelong 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 significant disparities in educational achievement and both physical and mental well-being. Students from a diversity of backgrounds work on team projects over the course of the semester to explore how enhanced understanding of causal mechanisms that disrupt early development can stimulate fresh thinking and drive innovation in policy and practice to achieve greater impacts at scale on the lives of young children facing adversity.

Recommended/intended for students who are motivated to be change agents in practice, policy, and/or research.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design an intervention
HGSE: Content	science
HGSE: Competencies	develop a theory of action
HGSE: Competencies	synthesize readings
HGSE: Content	diversity equity inclusion
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	readings
HGSE: Competencies	write a research/analytic paper
HGSE: Content	early childhood
HGSE: Content	innovation
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically
HGSE: Content	advocacy
HGSE: Content	social justice
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze arguments
HGSE: Content	causal reasoning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	make policy recommendations

HGSE: Competencies	collaborate
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	facilitate group process
HGSE: Content	teams
HGSE: Content	health
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Content	social contexts
HGSE: Content	neuroscience
HGSE: Content	risk prevention/intervention

Education B310P Section: 01

Coaching with Equity in Mind for OEL (223868)

Kathy Boudett

2024 Spring (2 Credits) **Schedule:** W 0600 PM - 0900 PM

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

*****ONLY OFFERED FOR OEL STUDENTS***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 your coachee 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)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA010 Section: 01

Reframing Leadership: Understanding Situations, Understanding Yourself (220682)

Francesca Purcell

Irvin Scott

2023 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)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL
Course Search Attributes	Display Only in Course Search

Education BA011D Section: 01

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

Timothy McCarthy

2023 Fall (2 Credits) **Schedule:** M 0600 PM - 0700 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)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA020 Section: 1

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

Irvin Scott

2023 Fall (1 Credits) **Schedule:** TBD

Instructor Permissions: None **Enrollment Cap:** 30

*****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)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

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Education BA027 Section: 01

Strategic Finance for Nonprofit Leaders (220659)

James Honan

2024 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	leadership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	scaling
HGSE: Content	strategic planning
HGSE: Content	nonprofits
HGSE: Competencies	read financial statements
HGSE: Content	financial management
HGSE: Pedagogy	case-method learning
Blue Course Evaluations	OEL
HGSE: Competencies	prepare budgets
HGSE: Competencies	think strategically
HGSE: Content	organizations

Education BA100 Section: 01

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

Christopher Gabrieli

2023 Fall (2 Credits) **Schedule:** M 0600 PM - 0800 PM

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

*****ONLY OFFERED FOR OEL STUDENTS***Despite decades of defining and seeking to achieve high school' 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 next generation Career and Technical Education (CTE) as well as internships, work-based learning, career exploration, and apprenticeships. 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

2024 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	field-based project
HGSE: Competencies	engage in difficult conversations
HGSE: Content	diversity equity inclusion
HGSE: Content	leadership
HGSE: Pedagogy	small-group discussion
HGSE: Content	families
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	build partnership
HGSE: Competencies	analyze arguments
Blue Course Evaluations	OEL
HGSE: Competencies	make a presentation
HGSE: Competencies	design an intervention
HGSE: Competencies	engage families
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration

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Education BA235A Section: 1

Legal Issues in K-12 Education: Part I (223020)

Philip Catanzano

2023 Fall (2 Credits) **Schedule:** R 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 with the opportunity to continue into the second half (F2) as an elective. In the first part of the course (F1), 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.**

As the course moves to the second module (F2), those remaining as an elective will use these tools to continue through additional constitutional and statutory issues in school, including the process to support individuals with disabilities, student and employee speech and expression, religious freedoms, search and seizure, and due process, among other topics.

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)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	civil rights
Blue Course Evaluations	OEL

Education BA235B Section: 01

Legal Issues in K-12 Education: Part II (223875)

Philip Catanzano

2023 Fall (2 Credits) **Schedule:** R 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 with the opportunity to continue into the second half (F2) as an elective. In the first part of the course (F1), 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.**

As the course moves to the second module (F2), those remaining as an elective will use these tools to continue through additional constitutional and statutory issues in school, including the process to support individuals with disabilities, student and employee speech and expression, religious freedoms, search and seizure, and due process, among other topics.

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: Content	civil rights
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA310W Section: 1

Leading Strategically: Building Skills for Effective Leadership (222994)

Elizabeth City

2023 Fall (2 Credits) **Schedule:** M 0600 PM - 0800 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.**

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

Additional Course Attributes:

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

Education BA311A Section: 01

Leading a School Through Challenge and Crisis (220660)

Richard Melvoin

2024 Spring (2 Credits) **Schedule:** TWR 0700 PM - 0900 PM

Instructor Permissions: None **Enrollment Cap:** 28

*****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 reach that calm. 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 a more challenging situation than the pandemic of the last two years. 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: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Requirements: **Must be an online EdM in Education Leadership Student**

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	OEL
HGSE: Content	leadership
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	case-method learning

Education BA316A Section: 1

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

2023 Fall (2 Credits) **Schedule:** T 0600 PM - 0715 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)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Available for Harvard Cross Registration

Education BA333 Section: 01

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

Irvin Scott

2023 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)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education BA501 Section: 1

Negotiation Workshop (223048)

Gillien Todd

Alonzo Emery

2024 Spring (4 Credits) **Schedule:** M 0600 PM - 0900 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-based Enrollment*ONLY OFFERED FOR OEL STUDENTS* 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.

Please note: The Drop deadline for this course is earlier than the standard drop deadline for the semester. Please see the class note below.

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
HGSE: Limited Enrollment	HGSE Online Only

Education BA501 Section: 2

Negotiation Workshop (223048)

Deborah Goldstein

Whitney Benns

2024 Spring (4 Credits) **Schedule:** T 0600 PM - 0900 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-based Enrollment*ONLY OFFERED FOR OEL STUDENTS* 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.

Please note: The Drop deadline for this course is earlier than the standard drop deadline for the semester. Please see the class note below.

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
HGSE: Limited Enrollment	HGSE Online Only

Education BA501 Section: 3

Negotiation Workshop (223048)

Samuel Straus

Alonzo Emery

2024 Spring (4 Credits) **Schedule:** T 0600 PM - 0900 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-based Enrollment*ONLY OFFERED FOR OEL STUDENTS* 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.

Please note: The Drop deadline for this course is earlier than the standard drop deadline for the semester. Please see the class note below.

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
HGSE: Limited Enrollment	HGSE Online Only

Education BA603 Section: 1

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

Tina Blythe

2023 Fall (2 Credits) **Schedule:** W 0600 PM - 0845 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.**

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 BA608 Section: 1

Leadership, Entrepreneurship, and Learning (223049)

Uche Amaechi

2024 Spring (4 Credits) **Schedule:** WR 0600 PM - 0720 PM

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

*****ONLY OFFERED FOR OEL STUDENTS*** 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.

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

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Education BA701 Section: 01

Creating the Future of American Postsecondary Education (220708)

Francesca Purcell

2023 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)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	examine trends
HGSE: Pedagogy	lecture
HGSE: Competencies	collaborate
HGSE: Content	descriptive statistics
HGSE: Content	social justice
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	peer learning
HGSE: Competencies	understand data
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	postsecondary education
HGSE: Competencies	diagnose complex problems

Education BA702 Section: 1

College Admissions and Strategic Enrollment Management (223032)

Drew Allen

2024 Spring (2 Credits) **Schedule:** W 0600 PM - 0845 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)
HGSE: Content	financial aid
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	college access
HGSE: Content	strategic planning
HGSE: Content	admissions
Blue Course Evaluations	OEL

Education BA709 Section: 1

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

Alexis Redding

2023 Fall (4 Credits) **Schedule:** R 0630 PM - 0830 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

*****ONLY OFFERED FOR OEL STUDENTS*** There is no one-size-fits-all college experience and the cultural notion 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.

Each week, we will also hear directly from leading student affairs professionals who will share insights into their institutions and the students they serve along with a current puzzle of practice for us to tackle. The course will culminate in a site-based consultancy project where students have the chance to apply our toolkit to either their own professional context or a designated field site. 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

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Education BA710S Section: 1

Ethical Questions in Higher Education (223050)

Brian Rosenberg

2024 Spring (2 Credits) **Schedule:** TWR 0700 PM - 0900 PM

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

*****ONLY OFFERED FOR OEL STUDENTS*** The current moment has underscored the fact that leaders in higher education are forced regularly to make difficult decisions that have competing ethical and practical consequences. How does one decide about the opening or closing of a campus during a pandemic? How does one balance a commitment to the free exchange of ideas against the potential for some ideas to create a toxic environment? What role should the university play in challenging governmental policies that conflict with the university's mission? How does one weigh the importance and cost of access to college against the importance and cost of investing in the quality of college? In this course we will explore these and other challenging questions through a combination of actual case studies and broader discussions about the role and responsibilities of the university in society. Students will be asked to formulate careful arguments and to wrestle with the fact that life—on and off a college campus—is rarely simple.**

Class Notes: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

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 BA770 Section: 01

Higher Education Leadership & Governance (220722)

Liya Escalera

2024 Spring (4 Credits) **Schedule:** T 0600 PM - 0900 PM

Instructor Permissions: Instructor **Enrollment Cap:** 50

*****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 BLC101 Section: 01

Leading Change (222150)

Monica Higgins

2023 Fall (2 Credits) **Schedule:** W 0600 PM - 0900 PM

Instructor Permissions: None **Enrollment Cap:** 45

*****ONLY OFFERED FOR OEL STUDENTS*** 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: **Class will meet on the following days and times:**

Sept 6: 6-9 PM

Sept 13: 6-9:15 PM

Sept 20: 6-9 PM

Sept 27: 6-9:15 PM

Oct 4: 6-9 PM

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	BLCH

Education BLC101 Section: 02

Leading Change (222150)

Uche Amaechi

2023 Fall (2 Credits) **Schedule:** W 0600 PM - 0900 PM

Instructor Permissions: None **Enrollment Cap:** 30

*****ONLY OFFERED FOR OEL STUDENTS*** 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: **Class will meet the following days and times:**

Sept 6: 6-9 PM

Sept 11: 6-9:15 PM

Sept 20: 6-9 PM

Sept 27: 6-9:15 PM

Oct 4: 6-9 PM

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

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	BLCH

All: Cross Reg Availability	Not Available for Cross Registration

Education BQO11A Section: 01

Equity and Opportunity: Class in Context (220739)

Noah Heller

2023 Fall (2 Credits) **Schedule:** R 0600 PM - 0845 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)
Blue Course Evaluations	BEQO
HGSE: Limited Enrollment	HGSE Online Only
All: Cross Reg Availability	Not Available for Cross Registration

Education BQO11C Section: 01

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

Michael Vázquez

Shafia Zaloom

2023 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 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
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEQO

Education BQO11D Section: 01

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

Abigail Orrick

Samuel Ellison

2023 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)
HGSE: Limited Enrollment	HGSE Online Only
Blue Course Evaluations	BEQO
All: Cross Reg Availability	Not Available for Cross Registration

Education BQO11D Section: 02

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

Abigail Orrick

Samuel Ellison

2023 Fall (2 Credits) **Schedule:** R 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)
Blue Course Evaluations	BEQO
HGSE: Limited Enrollment	HGSE Online Only
All: Cross Reg Availability	Not Available for Cross Registration

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Education BS010B Section: 1

Designing Surveys and Questionnaires: Principles and Methods (223052)

Joseph McIntyre

2024 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: Pedagogy	discussion sections
HGSE: Competencies	understand data
HGSE: Content	psychology
HGSE: Pedagogy	peer learning
HGSE: Competencies	assess cognitive challenges
HGSE: Content	research methods

HGSE: Competencies	design a survey instrument
HGSE: Content	descriptive statistics
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	readings

Education BT022 Section: 1

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

Peter Blair

2024 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)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

Education BT211Q Section: 01

Inclusion Through Learning, Teaching and Leadership (220665)

Rhonda Bondie

Khalya Hopkins

2024 Spring (2 Credits) **Schedule:** TWR 0600 PM - 0800 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 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 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: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Requirements: **Must be an online EdM in Education Leadership Student**

Additional Course Attributes:

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

Education BT220M Section: 01

Writing Workshop (220664)

Nancy Sommers

2024 Spring (2 Credits) **Schedule:** TWR 0700 PM - 0830 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: **: Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

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)

Members of the Faculty

2023 Summer (4 Credits) **Schedule:** TBD

Instructor Permissions: Instructor **Enrollment Cap:** 100

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.

Class Notes: **We strongly recommend that all OEL students complete Evidence in summer of year 2. If you are unable to do so, you will be required to take Evidence later in your second year at a time typically set aside for electives, and you will work with program staff to determine when and how to complete your remaining required elective credits. Requests to add or drop this course must be sent via email to registrar@gse.harvard.edu by June 15 at 11:59 pm EDT.**

Teaching fellows will hold regular "open office hours" two evenings per week. Details will be provided on the course Canvas website.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	BEVI
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

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Education EQO11A Section: 01

Equity and Opportunity: Class in Context (216666)

Orelia Jonathan

Irene Liefshitz

2023 Fall (2 Credits) **Schedule:** MTWR 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.***

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11A Section: 02

Equity and Opportunity: Class in Context (216666)

Orelia Jonathan

Irene Liefshitz

2023 Fall (2 Credits) **Schedule:** MTWR 0300 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.***

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11A Section: 03

Equity and Opportunity: Class in Context (216666)

Swati Puri

Xin Xiang

2023 Fall (2 Credits) **Schedule:** MTWR 0930 AM - 1200 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EQO

Education EQO11A Section: 04

Equity and Opportunity: Class in Context (216666)

Swati Puri

Xin Xiang

2023 Fall (2 Credits) **Schedule:** MTWR 0200 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11B Section: 01

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

Jenna Gravel

Monica Ng

2023 Fall (2 Credits) **Schedule:** MTWR 0300 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EQO

Education EQO11B Section: 02

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

Hadas Eidelman

Todd Grindal

2023 Fall (2 Credits) **Schedule:** MTWR 1100 AM - 0130 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.***

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11B Section: 03

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

Beth Fornauf

Dayniah Manderson

2023 Fall (2 Credits) **Schedule:** MTWR 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.***

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

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Education EQO11B Section: 04

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

Bryan Mascio

Dayniah Manderson

2023 Fall (2 Credits) **Schedule:** MTWR 0200 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

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Education EQO11C Section: 01

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

Gretchen Brion-Meisels

Ron Grady

2023 Fall (2 Credits) **Schedule:** MTWR 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

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

Blue Course Evaluations	EQO
Course Search Attributes	Display Only in Course Search

Education EQO11C Section: 02

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

Gretchen Brion-Meisels

Ron Grady

2023 Fall (2 Credits) **Schedule:** MTWR 0130 PM - 0400 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11C Section: 03

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

Michael Vázquez

Shafia Zaloom

2023 Fall (2 Credits) **Schedule:** MTWR 1100 AM - 0130 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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: **Class will be located in Radcliffe Coolidge 105 in Radcliffe Yard (behind Longfellow)**

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO
Course Search Attributes	Display Only in Course Search

Education EQO11C Section: 04

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

Michael Vázquez

Shafia Zaloom

2023 Fall (2 Credits) **Schedule:** MTWR 0300 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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: **Class will be located in Radliffe Coolidge 105**

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11D Section: 01

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

Ivelisse Ramos

Jarvis Givens

2023 Fall (2 Credits) **Schedule:** MTWR 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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)
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11D Section: 02

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

Ivelisse Ramos

Jarvis Givens

2023 Fall (2 Credits) **Schedule:** MTWR 0130 PM - 0400 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11D Section: 03

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

Ashley Ison

Timothy McCarthy

2023 Fall (2 Credits) **Schedule:** MTWR 1030 AM - 0100 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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	EQO
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11D Section: 04

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

Ashley Ison

Timothy McCarthy

2023 Fall (2 Credits) **Schedule:** MTWR 0300 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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	EQO
Course Search Attributes	Display Only in Course Search

Education EQO11D Section: 05

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

Rebecca Horwitz-Willis

Jaein Lee

2023 Fall (2 Credits) **Schedule:** MTWR 0930 AM - 1200 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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	EQO
Course Search Attributes	Display Only in Course Search

All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11D Section: 06

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

Rebecca Horwitz-Willis

Jaein Lee

2023 Fall (2 Credits) **Schedule:** MTWR 0130 PM - 0400 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EQO

Education EQO11E Section: 01

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

Alysha Banerji

Meira Levinson

2023 Fall (2 Credits) **Schedule:** MTWR 1030 AM - 0100 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.***

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11E Section: 02

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

Alysha Banerji

Meira Levinson

2023 Fall (2 Credits) **Schedule:** MTWR 0300 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.***

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EQO

Education EQO11E Section: 03

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

Celia Reddick

Carola Suarez-Orozco

2023 Fall (2 Credits) **Schedule:** MTWR 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
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)

Celia Reddick

Carola Suarez-Orozco

2023 Fall (2 Credits) **Schedule:** MTWR 0130 PM - 0400 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11F Section: 01

Equity and Opportunity: Language in Context (216664)

Linda Andreev

Paola Uccelli

2023 Fall (2 Credits) **Schedule:** MTWR 0800 AM - 1030 AM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11F Section: 02

Equity and Opportunity: Language in Context (216664)

Linda Andreev

Paola Uccelli

2023 Fall (2 Credits) **Schedule:** MTWR 1100 AM - 0130 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education EQO11F Section: 3

Equity and Opportunity: Language in Context (216664)

Gladys Aguilar

Alfatah Moore

2023 Fall (2 Credits) **Schedule:** MTWR 1030 AM - 0100 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EQO11F Section: 4

Equity and Opportunity: Language in Context (216664)

Gladys Aguilar

Alfatah Moore

2023 Fall (2 Credits) **Schedule:** MTWR 0300 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 26

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.*

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO
Course Search Attributes	Display Only in Course Search

Education EVI101 Section: 01

Evidence (214354)

Zid Mancenido

Abigail Orrick

2024 Spring (4 Credits) **Schedule:** MTWRF 0430 PM - 0700 PM
S 1000 AM - 0400 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: **Please see here a list of add/drop deadlines for J-Term courses. For**

questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf

Additional Course Attributes:

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

Education EVI101 Section: 01

Evidence (214354)

Douglas Mosher

Gabrielle Oliveira

2023 Fall (4 Credits) **Schedule:** MTWRF 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Available for Harvard Cross Registration
Course Search Attributes	Display Only in Course Search

Education EVI101 Section: 02

Evidence (214354)

Irene Holtzman

Martin West

2023 Fall (4 Credits) **Schedule:** MTWRF 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

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Education EVI101 Section: 03

Evidence (214354)

Alexis Gable

Ann Mantil

2023 Fall (4 Credits) **Schedule:** MTWRF 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

Education EVI101 Section: 04

Evidence (214354)

Carrie Conaway

Zenzile Riddick

2023 Fall (4 Credits) **Schedule:** MTWRF 1000 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EVI

Education EVI101 Section: 05

Evidence (214354)

Mary Laski

Joseph McIntyre

2023 Fall (4 Credits) **Schedule:** MTWRF 0200 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

Education EVI101 Section: 06

Evidence (214354)

Jane Kang

Zid Mancenido

2023 Fall (4 Credits) **Schedule:** MTWRF 0200 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EVI

Education EVI101 Section: 07

Evidence (214354)

Zachary Lim

Sebastian Munoz-Najar Galvez

2023 Fall (4 Credits) **Schedule:** MTWRF 0200 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education EVI101 Section: 08

Evidence (214354)

Susha Roy

Emiliana Vegas

2023 Fall (4 Credits) **Schedule:** MTWRF 0200 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.*

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EVI

Education EVI101 Section: 09

Evidence (214354)

Drew Allen

Christina Claiborne

2023 Fall (4 Credits) **Schedule:** MTWRF 0200 PM - 0430 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.***

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

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Education H110G Section: 01

Learning in a Globalizing World: Toward Cultural and Global Awareness for Justice (180413)

Bruno della Chiesa

2024 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 click here for the full Course Description.

Attending all 7 sessions (January 4-12) required. One 30-mn one-on-one meeting with teaching staff (between January 4 and 12) required. No prerequisites, but previous experience of immersion in different cultures useful. Potentially relevant for people contemplating international professions (diplomatic services, NGOs, etc.). Potentially relevant for people contemplating professions dealing with minorities. Features primarily anthropology, sociology, history, geopolitics, didactics and philosophy (ethics). Very strong motivation highly recommended.

Class Notes: **The 11am-12pm time on January 10, 11, and 12 are optional hours for guest speakers.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	global/international context
HGSE: Competencies	develop research questions
HGSE: Content	motivation
HGSE: Pedagogy	lecture
HGSE: Competencies	practice equity and inclusion
HGSE: Content	linguistic diversity
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	culture
HGSE: Content	ethics
HGSE: Pedagogy	reflective writing
HGSE: Content	politics
HGSE: Content	metacognition
HGSE: Content	immigration
HGSE: Content	identity

HGSE: Pedagogy	discussion sections
HGSE: Competencies	debate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	history
HGSE: Content	language and literacy
HGSE: Content	social justice
HGSE: Content	values
HGSE: Content	policy
HGSE: Pedagogy	socratic discussion

Education H110L Section: 01

Becoming an Expert Learner (213647)

Tina Grotzer

2023 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. 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: Content	learning and teaching
HGSE: Content	metacognition
HGSE: Content	neuroscience
HGSE: Pedagogy	reflective writing
HGSE: Competencies	assess cognitive challenges
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning

Education H113 Section: 01

Interpreting Evidence in Educational Neuroscience (220732)

Ola Ozernov-Palchik

2024 Spring (2 Credits) **Schedule:** W 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: Content	cognitive development
HGSE: Content	psychology
HGSE: Content	neuroscience
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	discussion sections
HGSE: Competencies	analyze arguments
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	readings
Blue Course Evaluations	ALL
HGSE: Pedagogy	reflective writing
HGSE: Competencies	synthesize readings
All: Cross Reg Availability	Available for Harvard Cross Registration

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Education H128 Section: 1

Curiosity in Learning and Development (218774)

Elizabeth Bonawitz

2023 Fall (4 Credits) **Schedule:** R 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 45 students.

Class Notes: **Important notice for Non-HGSE Students: Students cross registering**

into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze arguments
HGSE: Content	developmental psychology
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	readings
HGSE: Pedagogy	design thinking
HGSE: Competencies	think strategically
HGSE: Content	cognitive development
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make policy recommendations
HGSE: Competencies	understand data
HGSE: Competencies	develop research questions
HGSE: Competencies	synthesize readings
HGSE: Competencies	improve teaching practice
HGSE: Content	research methods
HGSE: Pedagogy	project-based learning
HGSE: Content	psychology
HGSE: Content	child development
HGSE: Pedagogy	small-group discussion

Education H180 Section: 01

Cognitive Development: Trust and Imagination (180438)

Paul Harris

2024 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)
HGSE: Pedagogy	small-group discussion
HGSE: Content	emotional development
Blue Course Evaluations	ALL
HGSE: Competencies	write a research/analytic paper
HGSE: Content	cognitive development
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Content	metacognition

Education H205 Section: 01

College Student Development: New Insights & Practical Applications (213556)

Alexis Redding

2023 Fall (4 Credits) **Schedule:** W 0430 PM - 0715 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	postsecondary education
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	small-group discussion
HGSE: Content	adult development
HGSE: Content	higher education
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	cognitive development
HGSE: Content	developmental psychology

Education H205B Section: 1

Student Affairs in Higher Education: A Theory-to-Practice Approach (223033)

Alexis Redding

2024 Spring (2 Credits) **Schedule:** W 0430 PM - 0715 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 will allow 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. We will also participate in a consultancy project that will allow us to have real world impact on current puzzles of practice.

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 H210J Section: 01

Simple Interactions: Strengthening Human Relationships through Adaptive Facilitation and Reflection (214356)

Emily Meland

2024 Spring (2 Credits) **Schedule:** F 0130 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This module is specifically designed for those who seek to expand the ripple of influence afforded by their professional role to strengthen human relationships. As a prerequisite, students need the module H210V: Empowering Human Relationships Across Developmental Contexts (J-Term or Spring 1). The prior module introduces the theoretical and practical foundations of relational thinking and practice. This current module serves as a continuation of H210V. Students will find a practical and hands-on extension of the Simple Interactions approach, first introduced in H210V, to improving relational practice and programming for children, youth, and families.

Simple Interactions (SI) is a practice-based, strengths-focused, and community-driven approach to supporting helpers who serve children, youth, and families. It has been adapted to settings from early childhood to youth development, and featured as presentations and workshops across 40+ states and 4 countries. The module is focused on adapting SI to engage practitioners and organizations in relational practice and thinking. SI is not a traditional "evidence-based" intervention". Adapting and facilitating SI to meet the needs of a community can take place across diverse developmental contexts and organizational levels. It connects relationship-focused thinking with practical action to support the development of children, adults, and communities. Those who lead SI work may wear many hats, such as coach, supervisor, mentor, consultant, and peer. Regardless of the specific roles, there are a set of useful core skills and "ways of thinking" that we can practice together. You have the opportunity to use your knowledge and experience within specific communities and systems to adapt ideas and processes beyond a "one-size-fits-all" approach.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Have You Considered	Have you Considered?
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H210P Section: 01

Queering Education (216690)

Kimm Topping

2024 Spring (2 Credits) **Schedule:** R 0130 PM - 0415 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 theory 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adolescent development
HGSE: Content	social justice
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	design a school
HGSE: Content	gender
HGSE: Competencies	design a lesson
HGSE: Competencies	develop curriculum
HGSE: Content	child development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	readings
HGSE: Content	risk prevention/intervention
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	bullying/discrimination
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	E&O Electives
HGSE: Content	lgbtq
HGSE: Content	identity
HGSE: Pedagogy	project-based learning

Education H210V Section: 01

Empowering Human Relationships Across Developmental Contexts (216693)

Junlei Li

2024 Spring (2 Credits) **Schedule:** M 0900 AM - 1145 AM

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

In this 6-session J-Term 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 relationship 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 the "understanding" and "applying" threads. 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 how we can develop and use a relationship-focused theory of change to improve practices, programs, and policies. The contexts chosen for this module have a common focus on children experiencing adversity in both US-based and international settings. For those students who are interested, this module also serves as the pre-requisite for a second module: H210J. Simple Interactions: Strengthening Human Relationships through Adaptive Facilitation and Reflection.

Additional Course Attributes:

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

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Education H210V Section: 01

Empowering Human Relationships Across Developmental Contexts (216693)

Junlei Li

2024 Spring (2 Credits) **Schedule:** TWR 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 30

In this 6-session J-Term 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 relationship 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 the "understanding" and "applying" threads. 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 how we can develop and use a relationship-focused theory of change to improve practices, programs, and policies. The contexts chosen for this module have a common focus on children experiencing adversity in both US-based and international settings. For those students who are interested, this module also serves as the pre-requisite for a second module: H210J. Simple Interactions: Strengthening Human Relationships through Adaptive Facilitation and Reflection.

Class Notes: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu**

https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf

Additional Course Attributes:

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

Education H213 Section: 1

Queer Nation: LGBTQ Protest, Politics, and Policy in the United States (218770)

Timothy McCarthy

2023 Fall (4 Credits) **Schedule:** MW 1200 PM - 0115 PM

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.

Additional Course Attributes:

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

Education H236 Section: 1

Adolescent Development (180460)

Nancy Hill

2023 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: Competencies	collaborate
HGSE: Content	adolescent development
HGSE: Content	lgbtq
HGSE: Content	online and blended learning
HGSE: Content	motivation
HGSE: Content	developmental psychology
HGSE: Content	media
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	team-based learning
HGSE: Content	parenting
HGSE: Pedagogy	project-based learning
HGSE: Have You Considered	Have you Considered?
HGSE: Competencies	make a presentation
HGSE: Content	risk prevention/intervention
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Competencies	analyze arguments
HGSE: Content	student achievement
HGSE: Content	race/ethnicity
HGSE: Content	social networks
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Competencies	write a literature review
HGSE: Content	relationships
HGSE: Pedagogy	peer learning

Education H250 Section: 01

Developmental Psychology (180464)

Paul Harris

2023 Fall (4 Credits) **Schedule:** TR 0900 AM - 1015 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: Competencies	write a research/analytic paper
HGSE: Content	early childhood

HGSE: Pedagogy	lecture
HGSE: Have You Considered	Have you Considered?
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	developmental psychology

Education H285 Section: 01

Research-Practice Partnerships for the Transition to Adulthood (224249)

Nancy Hill

2024 Spring (2 Credits) **Schedule:** T 0300 PM - 0545 PM

Instructor Permissions: None **Enrollment Cap:** 30

Many youth struggle in making the transition from adolescence to adulthood. The popular press often highlights problems associated with youth taking "too long" to reach adulthood. Some research extols the benefits of taking more time to make the transition from adolescence to adulthood. Youth, themselves, are often uncertain about what adulthood really means and how to chart a path. Together, schools and agencies are often in the position to support youth on their journey to adulthood and need evidence-based policies and practices. In this module, we will focus on developing research-practice partnerships, as a tool and method to help schools and agencies support the transition from adolescence to adulthood. Research-Practice Partnerships are designed to focus on topics and solutions that are simultaneously important to agencies and significant to science. This module focuses on understanding the method and process of developing research-practice partnerships. This module will focus on a diverse array of topics and outcomes related to the transition to adulthood, including (but not limited to) academic, college, and career processes; mental health, wellbeing, and sense of self; the role of significant relationships; and social media. Students in this module will learn how to develop research-practice partnerships. Students will be guided in focusing on the topics related to the transition to adulthood that are most interesting to them. By the end of the module, students will have developed a plan for working in collaboration with organizations to develop evidence-based policies and practices that are most important to their work.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Have You Considered	Have you Considered?
HGSE: Live Q&A Schedule	Spring Term Live Q&A Schedule

Education H304 Section: 1

Legal and Ethical Issues in Child Advocacy (180481)

Jacqueline Zeller

2024 Spring (4 Credits) **Schedule:** M 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 36

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. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Content	counseling
HGSE: Pedagogy	small-group discussion
HGSE: Content	mental health
HGSE: Pedagogy	lecture
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Content	ethics
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)

Education H305M Section: 01

Student Mental Health for Educators (219527)

Josephine Kim

2024 Spring (2 Credits) **Schedule:** M 0915 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 28

Rates of violence, suicide, and mental health issues in schools are at an all-time high. Though most schools are equipped with school counselors, social workers, and psychologists, it is often the teacher who becomes the first responder and the first to notice when students display mental health vulnerabilities. This course will provide educators a general understanding of the following: 1. prevalent mental health issues seen in students, including symptoms and warning signs; 2. contextual, societal, and familial factors that render students vulnerable; 3. ways to promote the mental health of students in the classroom, particularly when unforeseen traumatic events occur; and 4. protocols of accessing mental health support from service providers within schools.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a case study
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	readings
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	write a literature review
HGSE: Content	adolescent development
HGSE: Content	mental health
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Content	child development
HGSE: Content	risk prevention/intervention
Blue Course Evaluations	ALL
HGSE: Competencies	facilitate group process
HGSE: Content	advocacy
HGSE: Content	teacher preparation
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Content	relationships with children

HGSE: Content	classroom instruction
HGSE: Pedagogy	experiential learning
HGSE: Competencies	improve teaching practice
HGSE: Competencies	manage classroom
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	simulation/role play
HGSE: Content	emotional development
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning

Education H310M Section: 01

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

Gretchen Brion-Meisels

2023 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 bullying and discrimination in schools. Here, we will consider the ways that multiple stakeholders define safety. During the second half of the course, we will explore practical approaches to creating safe and loving educational contexts for young people. Here, we will focus on strategies that empower young people to be active agents in building loving spaces. The course will also provide opportunities to consider specific types of identity-related bullying, such as homophobia, xenophobia, ableism, and racism. Although schools will be the central setting examined, course materials are also applicable to community-based settings.**

This module can be taken alone or in conjunction with H210p, which will be taught during the second half of the semester. H210p focuses specifically on creating safe and inclusive schools for LGBTQIA+ youth through the process of queering educational spaces.

Class Notes:

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Fall1 Monday modules will end October 23

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)

HGSE: Content	diversity equity inclusion
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	advocacy
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	E&O Electives
HGSE: Content	relationships
HGSE: Content	social justice
HGSE: Content	risk prevention/intervention
HGSE: Content	identity
HGSE: Pedagogy	lecture
HGSE: Competencies	build partnership
HGSE: Content	bullying/discrimination
HGSE: Pedagogy	peer learning
HGSE: Competencies	practice equity and inclusion
HGSE: Content	teacher preparation
HGSE: Competencies	analyze arguments
HGSE: Content	adolescent development
HGSE: Content	school reform
HGSE: Pedagogy	small-group discussion
HGSE: Content	counseling
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H311 Section: 01

Issues of Diversity in Cross-Cultural Counseling and Advocacy (180509)

Josephine Kim

2024 Spring (4 Credits) **Schedule:** T 1245 PM - 0215 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

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**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	civil rights
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings

HGSE: Competencies	examine trends
HGSE: Competencies	E&O Electives
HGSE: Content	bullying/discrimination
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	lead a counseling session
HGSE: Content	mental health
HGSE: Content	culture
HGSE: Pedagogy	experiential learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	engage in difficult conversations
HGSE: Content	counseling
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop a curriculum
HGSE: Content	child development
HGSE: Content	social development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	ALL
HGSE: Competencies	write a research/analytic paper
HGSE: Content	adolescent development
HGSE: Competencies	conduct an interview
HGSE: Competencies	synthesize readings
HGSE: Content	identity
HGSE: Content	adult development
HGSE: Pedagogy	discussion sections

Education H319 Section: 01

Childhood Trauma: Promoting Healing, Resilience, and Hope in Schools (220792)

Vanja Pejic

2024 Spring (4 Credits) **Schedule:** W 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.

Additional Course Attributes:

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

Education H323 Section: 01

Advancing Student Wellbeing and Success: Designing Equitable Counseling and Support Systems (220681)

Mandy Savitz-Romer

2023 Fall (4 Credits) **Schedule:** W 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

This course will prepare future counselors and their professional partners (school leaders, teachers, support staff, and community partners) to design school-based counseling programs that respond to the challenges that schools face today. Over the past several decades, policymakers and the public have called on schools to not only fulfill their core goal of developing students' academic skills, but also to address students' well-being and postsecondary readiness. Meeting this need has been further complicated by the arrival of COVID-19 and persistent racial inequality in educational systems.

School counselors, school adjustment counselors, and school social workers play a key role in building counseling and student support systems to support young people's development and to further educational justice; however, these professional roles are too often poorly understood, outdated, and rarely actualized efficiently by educational leaders.

With a focus on school counseling for equity, students will collaborate on a course-long project to develop a school counseling program for a particular school or student population. The course will examine the role of the counselor at multiple socio-ecological levels, starting from the counselor's individual role and expanding out to the counselor's role as a part of school and district systems. The course will equip students with frameworks to implement or support high quality and equitable counseling and student support programming and will provide opportunities to practice.

This course is required for all students seeking school-based counseling licensure.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Competencies	collect qualitative data
All: Cross Reg Availability	Not Available for Cross Registration

Education H327 Section: 01

The Process of Counseling: Essential Skills, Techniques, and the Counselor (180516)

Josephine Kim

2023 Fall (4 Credits) **Schedule:** M 1030 AM - 1200 PM

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

This course explores the facilitation of counseling, from foundational skills and techniques to its modalities and process, with the goal of equipping student-support personnel with intervention strategies and their theoretical underpinnings as applied to individual counseling and psychotherapy with children, adolescents, and young adults in K-16 institutions and community settings. In addition to familiarizing students with the major counseling theories, emphasis is placed on play and art therapy, family systems approaches, and cognitive-behavioral interventions. Considerations of developmental, cultural, familial,

and contextual factors are addressed with regard to their implications for case conceptualization and treatment planning. This course will shed light on the personhood of the counselor and the direct impact it has on the helping relationship and therapeutic alliance. Designed to help students develop a beginning knowledge of counseling skills and the relational process, this course is relevant for any student who ***aspires to work with children and adolescents as counselors, psychologists, social workers, or other mental health and student support professionals.***

This is a required course for school counseling licensure, and permission of instructor is required. Ed.M. students in the Counseling strand of HDE are given priority; all students must petition to enroll via my.harvard and provide a statement about how this course aligns with their career trajectory. All students must be approved by the instructor via my.harvard.

Additional Course Attributes:

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

Education H340 Section: 01

Preventative and Developmental Group Counseling (180520)

Sejal Patel

2023 Fall (4 Credits) **Schedule:** M 0500 PM - 0745 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

Preventative and Developmental Group Counseling presents approaches to group counseling and guidance within the K-12 school context. The course will focus on group counseling skills and techniques and social and emotional themes that run across developmental levels. Upon completion of the course, students will be able to design and facilitate group sessions that lead to therapeutic gains for group members. Students will be prepared to launch school- and community-based group counseling programs, from advertising and recruitment to session planning and evaluation.

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

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Education H341 Section: 01

Inventing the Future: Building Connections from School to Career (180521)

Maya Ott

2024 Spring (4 Credits) **Schedule:** M 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

With growing attention to college- and career-ready practices and policies, educators are looking for new ways to equip 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: Competencies	make a presentation
HGSE: Competencies	develop a theory of action
HGSE: Content	adolescent development
HGSE: Content	student achievement
HGSE: Content	higher-education access
HGSE: Content	counseling
HGSE: Content	developmental psychology
HGSE: Content	families
HGSE: Competencies	facilitate group process
HGSE: Content	social contexts
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Competencies	build partnership
HGSE: Competencies	write a literature review
HGSE: Content	motivation
HGSE: Content	diversity equity inclusion
HGSE: Content	adult development
HGSE: Competencies	design an intervention
HGSE: Content	out-of-school time
HGSE: Content	metacognition
HGSE: Content	community
HGSE: Content	career development
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage families
HGSE: Content	coaching
HGSE: Content	psychology
HGSE: Content	higher education
HGSE: Content	nonprofits
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	social justice
Blue Course Evaluations	ALL
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop a business proposal or plan

Education H360Y Section: 01

Early Childhood Proseminar (218838)

Hadas Eidelman

Stephanie Jones

2023 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
Full Year Course	Indivisible Course
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Education H361Y Section: 01

Early Childhood Proseminar (218839)

Hadas Eidelman

2024 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

2024 Spring (4 Credits) **Schedule:** T 0430 PM - 0715 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: Pedagogy	case-method learning
HGSE: Competencies	conduct psychosocial interview
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	child development
HGSE: Content	adolescent development
HGSE: Content	psychological testing
HGSE: Content	assessment
HGSE: Content	ethics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	administer an assessment
HGSE: Pedagogy	experiential learning

Education H382 Section: 01

The Challenges Kids Face: Developmental, Cultural, & Contextual Perspectives on Risk & Resilience (180544)

Huan-Tang Lu

2023 Fall (4 Credits) **Schedule:** W 0430 PM - 0715 PM

Instructor Permissions: Instructor **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. Permission of instructor required. Enrollment procedure will be posted on the course website*.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	counseling
HGSE: Content	mental health
HGSE: Competencies	think strategically
HGSE: Content	risk prevention/intervention
HGSE: Content	social development
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	conduct a clinical case analysis
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	multimedia texts

Education H385AY Section: 01

Counseling Practicum: Reflection and Application in Practice (220669)

Jacqueline Zeller

2023 Fall (2 Credits) **Schedule:** T 0300 PM - 0415 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 counsel others. 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-385AY is required to continue practicum work in H-386AY.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
Full Year Course	Indivisible Course

Education H385BY Section: 01

Counseling Practicum: Reflection and Application in Practice (220670)

Josephine Kim

2023 Fall (2 Credits) **Schedule:** T 0300 PM - 0415 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: Competencies	practice equity and inclusion
HGSE: Content	child development
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	emotional development
HGSE: Pedagogy	internship
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings
Full Year Course	Divisible Course
HGSE: Content	advocacy
HGSE: Competencies	think strategically
HGSE: Content	adolescent development
HGSE: Content	social development
HGSE: Content	school systems
HGSE: Competencies	write a case study
HGSE: Competencies	lead a counseling session
HGSE: Competencies	synthesize readings
HGSE: Content	decision-making
HGSE: Pedagogy	licensure practicum
HGSE: Competencies	design an intervention
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	field-based learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Competencies	make a presentation
HGSE: Competencies	build partnership
HGSE: Content	counseling
HGSE: Pedagogy	case-method learning

Education H386AY Section: 01

Counseling Practicum: Reflection and Application in Practice (220671)

Jacqueline Zeller

2024 Spring (2 Credits) **Schedule:** T 0300 PM - 0415 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 counsel others. 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-385AY is required to continue practicum work in H-386AY.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
HGSE: Pedagogy	small-group discussion
Full Year Course	Indivisible Course
All: Cross Reg Availability	Not Available for Cross Registration

Education H386BY Section: 01

Counseling Practicum: Reflection and Application in Practice (220672)

Josephine Kim

2024 Spring (2 Credits) **Schedule:** T 0245 PM - 0400 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: Competencies	diagnose complex problems
HGSE: Content	adolescent development
HGSE: Content	decision-making
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	build partnership
HGSE: Content	mental health
HGSE: Content	strategic planning
HGSE: Content	families
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	readings
HGSE: Competencies	practice equity and inclusion
HGSE: Content	child development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Competencies	engage families
HGSE: Competencies	think strategically
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
Blue Course Evaluations	ALL
HGSE: Competencies	write a case study
HGSE: Competencies	lead a counseling session
HGSE: Content	advocacy
HGSE: Content	emotional development
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	internship
HGSE: Pedagogy	field-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	licensure practicum
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	counseling

Education H390AY Section: 1

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part I (203715)

Mandy Savitz-Romer

Huan-Tang Lu

2023 Fall (4 Credits) **Schedule:** T 0230 PM - 0530 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: Competencies	write a case study
HGSE: Pedagogy	internship
HGSE: Pedagogy	small-group discussion
HGSE: Content	advocacy
HGSE: Content	ethics
HGSE: Pedagogy	reflective writing
HGSE: Content	relationships
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	social development
HGSE: Pedagogy	peer learning
Full Year Course	Indivisible Course
HGSE: Content	counseling
HGSE: Content	families

Education H390BY Section: 1

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part II (203716)

Huan-Tang Lu

2024 Spring (4 Credits) **Schedule:** T 0130 PM - 0415 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)
HGSE: Competencies	make a presentation
HGSE: Content	relationships
HGSE: Content	social development
HGSE: Content	counseling
HGSE: Pedagogy	reflective writing
HGSE: Content	families
HGSE: Pedagogy	internship
Full Year Course	Indivisible Course
HGSE: Competencies	write a case study
HGSE: Competencies	lead a counseling session
HGSE: Content	advocacy
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning

Education H450A Section: 1

Neuroscience and Education: Foundations, Myths, and Applications (223038)

Nadine Gaab

2024 Spring (2 Credits) **Schedule:** T 0130 PM - 0330 PM

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

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 brain development and the scientific methods used to study human brain development, including brain function, structure, and how the brain changes over time. Students will further identify and dispel brain myths that are common in educational contexts and learn to evaluate scientific evidence and approaches related to brain development and 'brain training' programs. Students will then learn about two specific domains of development critical in educational contexts, the acquisition of language and reading skills, and will review both the typical developmental pattern experienced by most children alongside specific disabilities in the domain of language and reading. 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 include both synchronous and asynchronous learning activities led by the Instructor.

Additional Course Attributes:

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

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Education H503M Section: 01

Race, Ethnicity, and Culture: Contemporary Issues in Asian America (219518)

Josephine Kim

2023 Fall (2 Credits) **Schedule:** T 1215 PM - 0245 PM

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

The Asian American population in the United States is projected to reach 46 million by the year 2060, but traditional discourse on race limits the educator's comprehension of salient factors that impact Asian American students. This module explores the influences and manifestations of Asian America, from racial stereotypes and ethnic identity to policies and practices on immigration and education. It facilitates a critical examination of the historical, sociopolitical, and familial realities relevant to Asian Americans and gives voice to their lived experiences of racial discrimination, activism, and resilience. This module is designed to increase the educator's literacy on contemporary Asian American issues and to facilitate critical reflection on practice.

***This is the first course in the history of HGSE to solely focus on issues pertaining to Asian America**
***This course fulfills the Educational Equity and Opportunity (STEEO) elective requirement for M.Ed. students**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Content	immigration
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	improve teaching practice
HGSE: Competencies	mindset
HGSE: Pedagogy	team-based learning
HGSE: Competencies	conduct an interview
HGSE: Competencies	synthesize readings
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	advocacy
HGSE: Content	diversity equity inclusion
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	examine trends
HGSE: Content	social contexts
HGSE: Content	history
HGSE: Content	law
HGSE: Competencies	collaborate
HGSE: Content	bullying/discrimination

HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning
HGSE: Content	culture
HGSE: Pedagogy	discussion sections
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings

Education H509YA Section: 01

Immigration Initiative at Harvard Seminar (220684)

Carola Suarez-Orozco

Mary Waters

2023 Fall (0 Credits) **Schedule:** T 1200 PM - 0120 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

*****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*** The Immigration Initiative at Harvard seminar 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 and across Harvard will present ongoing work 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 guest speakers presenting their work around topics related to research, policy, and practice.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
Full Year Course	Indivisible Course
HGSE: Content	diversity equity inclusion
HGSE: Competencies	analyze arguments
HGSE: Content	adolescent development
HGSE: Content	immigration
HGSE: Competencies	make a presentation
HGSE: Content	child development
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H509YB Section: 01

Immigration Initiative at Harvard Seminar (220814)

Carola Suarez-Orozco

Mary Waters

2024 Spring (2 Credits) **Schedule:** T 1200 PM - 0120 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

*****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* Immigrant origin children and youth now make up well over a quarter of the U.S. student population and are rapidly growing in many other high-income countries. The Immigration Initiative at Harvard (IIH) advances and promotes interdisciplinary scholarship, original research and intellectual exchange on issues related to the children of immigrants and their educational experiences and outcomes. IIH serves as a place of convening and exchange of data and ideas for scholars, students, policy makers, community members, and practitioners, working on topics related to understanding and serving them. Participants in the year-long weekly IIH Seminar will hear speakers from across the country and engage in discussions around topics related to research, policy, and practice. Core participants will include the IIH Fellows, IIH Post-doc(s), and the Director. The Seminar is open to the Harvard community.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Content	immigration
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	ALL
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
Full Year Course	Indivisible Course
HGSE: Competencies	practice equity and inclusion
HGSE: Content	developmental psychology
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	culture
HGSE: Pedagogy	peer learning

Education H513 Section: 3:01

Immigrant Children & Youth (220685)

Carola Suarez-Orozco

2024 Spring (4 Credits) **Schedule:** T 0300 PM - 0545 PM

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

***Lottery-Based Enrollment* In this course, we will examine the immigrant child and youth experience through intersecting and interdisciplinary lenses. The goal of the course is to unpack what about the immigrant experience matters for child and youth development. The course takes an ecological and risk and resilience framework. While a range of settings will be considered, the course will particularly focus on the role of schools on outcomes and trajectories. 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 research, practice, and policy implications.**

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

Blue Course Evaluations	ALL
HGSE: Competencies	E&O Electives

Education H606 Section: 01

Mindfulness for Inner Strengths and Healing the Impacts of Injustice (203558)

Metta McGarvey

2024 Spring (4 Credits) **Schedule:** MW 0900 AM - 1100 AM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

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 to sustain ourselves and our work for justice. We then apply our skills to deepen our understanding of who gets protected and who gets harmed 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 by establishing a regular mindfulness practice together with readings, discussions, and meetings in small group sections, with teaching staff, and with a practice buddy. Assignments put your learning into practice by crafting experiments with a challenging relationship, and a dialogue or 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 activism and 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Competencies	analyze arguments
HGSE: Content	mental health
HGSE: Content	neuroscience
HGSE: Content	professional development
HGSE: Content	community
HGSE: Pedagogy	readings
HGSE: Content	social justice
HGSE: Content	learning and teaching
HGSE: Content	social development
HGSE: Content	adult development
HGSE: Competencies	practice equity and inclusion
HGSE: Content	teachers
HGSE: Content	group dynamics
HGSE: Content	gender
HGSE: Content	developmental psychology
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	ALL
HGSE: Competencies	engage in difficult conversations
HGSE: Content	cognitive development

HGSE: Content	arts
HGSE: Content	lgbtq
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Content	leadership
HGSE: Content	emotional development
HGSE: Content	race/ethnicity
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	psychology
HGSE: Content	higher education
HGSE: Content	mindfulness
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	engage families
HGSE: Competencies	synthesize readings
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	civic engagement
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H610 Section: 01

Parenting and Child Development across Cultures (216695)

Meredith Rowe

2024 Spring (4 Credits) **Schedule:** W 0900 AM - 1145 AM

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	make a presentation
HGSE: Competencies	synthesize readings
HGSE: Content	language and literacy
HGSE: Content	early childhood
HGSE: Pedagogy	small-group discussion
HGSE: Content	culture
HGSE: Competencies	collaborate
HGSE: Content	parenting
HGSE: Competencies	write a research proposal
HGSE: Content	psychology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design an intervention
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
Blue Course Evaluations	ALL
HGSE: Content	child development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing

HGSE: Competencies	debate
HGSE: Competencies	E&O Electives

Education H610T Section: 1

Becoming a self-reflective and autonomous educator: Lessons from Zen and psychology (205891)

Liao Cheng

2024 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.

The overarching goal of this course is to help students become more self-reflective and autonomous in tackling challenges in education. Students are expected to meet three specific learning objectives by the end of this course:
(1) understanding the process of self-reflection and autonomous thinking through studying Zen philosophy and psychology findings;
(2) developing systematic and practical skills of self-reflection and autonomous thinking; and
(3) apply the skills of self-reflection and autonomous thinking to tackling challenges in education, including prejudice, empathy, and innovation.

To achieve these objectives, students will read classic texts and scholarly writings on Zen, examine cases of prominent Zen masters, analyze relevant psychological findings, participate in interactive lectures and class discussions, and complete reflective exercises.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	identity
HGSE: Pedagogy	lecture
HGSE: Pedagogy	case-method learning
HGSE: Content	psychology
HGSE: Content	metacognition
HGSE: Content	career development
HGSE: Content	adult development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	innovation
HGSE: Content	leadership
HGSE: Pedagogy	reflective writing
HGSE: Content	motivation
HGSE: Content	culture
HGSE: Pedagogy	socratic discussion

Education H611 Section: 01

Becoming a Good Person and Leading a Good Life (180651)

Richard Weissbourd

2024 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 examine how school and home environments, as well as major societal trends, are shaping the development of these capacities, as well as 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, when our country is dealing with a pandemic, fierce political divisions, persistent racism and threats to our democracy.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	values
HGSE: Content	diversity equity inclusion
HGSE: Content	parenting
HGSE: Content	emotional development
HGSE: Content	adolescent development
HGSE: Pedagogy	discussion sections
HGSE: Content	relationships
HGSE: Content	social justice
HGSE: Content	bullying/discrimination
HGSE: Content	ethics
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	engage families
HGSE: Content	social contexts
HGSE: Content	child development
HGSE: Content	lgbtq
HGSE: Content	social development
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	engage in difficult conversations
HGSE: Content	risk prevention/intervention
HGSE: Content	families
HGSE: Pedagogy	simulation/role play
Blue Course Evaluations	ALL

Education H611 Section: 02

Becoming a Good Person and Leading a Good Life (180651)

Richard Weissbourd

2024 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?

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Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	risk prevention/intervention
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	adolescent development
HGSE: Content	child development
HGSE: Content	social development
HGSE: Content	ethics
HGSE: Pedagogy	discussion sections
HGSE: Content	social contexts
HGSE: Content	social justice
HGSE: Content	parenting
HGSE: Content	values
HGSE: Content	emotional development
HGSE: Pedagogy	small-group discussion
HGSE: Content	lgbtq
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	ALL
HGSE: Content	relationships
HGSE: Content	bullying/discrimination
HGSE: Competencies	engage families
HGSE: Content	diversity equity inclusion
HGSE: Content	families

Education H612 Section: 01

Supporting Children's Social, Emotional, & Behavioral Development (218699)

Jacqueline Zeller

2023 Fall (4 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

This course provides students with foundational frameworks and developmentally appropriate practices aimed at supporting children's social, emotional, and behavioral growth. With an emphasis on attachment and systems theories, the module explores strategies for partnering and consulting with important individuals in children's lives, such as teachers and parents, to support children's development. Students will also learn strategies for supporting children's social-emotional learning through preventive and developmental classroom lessons. Relationships with children and the adults in the lives of children will be explored through classroom, school, and family contexts. Please note that this class counts toward the early childhood concentration requirements.
Prerequisites: ***Although not required, a background in child development and experience working with children will strengthen students' understanding of course material. Appropriate for students with an interest in supporting children's social, emotional, and behavioral wellbeing.***

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	deliver a lesson
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	lecture
HGSE: Competencies	build partnership
HGSE: Content	psychology
HGSE: Content	early childhood
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	experiential learning
HGSE: Content	child development
HGSE: Competencies	collaborate
HGSE: Content	classroom instruction
HGSE: Pedagogy	reflective writing
HGSE: Content	relationships with children
HGSE: Content	relationships
HGSE: Content	social development

Education H617 Section: 1

Self-Care and Wellness for Educators, Practitioners, and Schools (216775)

Jacqueline Zeller

2024 Spring (4 Credits) **Schedule:** T 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. (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: Pedagogy	small-group discussion
HGSE: Competencies	facilitate group process
HGSE: Content	mindfulness
HGSE: Content	career development
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	deliver instruction
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	reflective writing
HGSE: Content	professional development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teacher preparation
HGSE: Pedagogy	readings

Education H618 Section: 01

Translating Ethnic-Racial Identity Theory and Research into Practice (216696)

Adriana Umaña-Taylor

2023 Fall (4 Credits) **Schedule:** T 0130 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-based enrollment* Have you ever wondered how years of research and theory building get transformed into evidence-based curricula that can be implemented on a large scale? The current class provides a real-world example of how we can use basic developmental science and research to develop a curriculum designed to promote adolescents' engagement in ethnic-racial identity development.**

In this course, students will grow to understand how adolescents develop their ethnic-racial identities and the consequences this can have for their broader development and well-being. We explore questions such as: What is ethnic-racial identity (ERI)? What theories have informed our understanding of how this developmental process unfolds for young people? How do social spaces that youth inhabit regularly inform their ethnic-racial identity development? What do we know about the links between ERI and adjustment? How can adolescents' ethnic-racial identity protect them against risk factors such as ethnic-racial discrimination? What's the mechanism by which ERI promotes positive youth development?

After building a strong theoretical and empirically informed foundation on this topic, we turn to examining the Identity Project curriculum, which was designed to intervene in adolescents' ERI development in a school-based setting. We spend the latter part of the semester doing an in-depth examination of the Identity Project curriculum and an educator professional development program designed to prepare educators to implement the Identity Project in their classrooms.

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	design an intervention
HGSE: Competencies	E&O Electives
HGSE: Content	adolescent development
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	understand data
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	develop a theory of action
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	discussion sections
HGSE: Content	curriculum development
HGSE: Content	risk prevention/intervention
HGSE: Content	social development
HGSE: Competencies	practice equity and inclusion
HGSE: Content	identity
HGSE: Content	developmental psychology
HGSE: Content	race/ethnicity
HGSE: Pedagogy	readings

Education H619 Section: 01

Identity, Power, Justice and Education: Core Convenings (220842)

Gretchen Brion-Meisels

Aaliyah El-Amin

2023 Fall (2 Credits) **Schedule:** M 0430 PM - 0715 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 will first come together as a whole group to investigate and explore the concept. Then, we will meet in small, predetermined groups to practice applying the concepts in a specific context.

***The IPJE convening will meet in the Fall on Mondays from 4:30-7:15.* IPJE community members should also**

expect to spend 2-3 hours per week on asynchronous work related to the core convenings. This time will include a mix of large and small group meetings, interacting with texts, attending events, and personal reflection. *This convening is only open to students who have declared the IPJE concentration.*

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Content	social justice
HGSE: Content	community
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	small-group discussion
HGSE: Content	civil rights
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	build partnership
HGSE: Content	advocacy
HGSE: Content	critical theory
Full Year Course	Indivisible Course

Education H622 Section: 1

On Finding Meaning and Purpose (223870)

Richard Weissbourd

2023 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 students will be asked to share readings and to facilitate discussions as well. Class enrollment will be limited to 15. Permission of the instructor is required.

Additional Course Attributes:

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

Education H623 Section: 1

Early Childhood Systems and Child Development (223039)

Madelyn Gardner

2024 Spring (2 Credits) **Schedule:** F 0130 PM - 0415 PM

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

The early childhood years are consequential for children and their families. For children, early childhood is characterized by rapid growth and learning that sets the stage for lifelong development. For families, raising young children can be both rewarding and introduce a range of new economic and social stressors. In the United States, a patchwork of social policies and publicly run programs provide young children and their families with education, care, and social supports. Why and how might these public policies and systems matter for young children's development? How do the policies and systems currently function and how might they be improved to support child development and family well-being equitably and effectively? This module will explore these questions through an examination of policies and systems related to family support (e.g., economic assistance and anti-poverty efforts), early education and care (e.g., subsidized childcare and preschool), and whole child support (e.g., Head Start's comprehensive service model, health and mental health programs). The module is intended to support students with diverse interests in early childhood practice, research, and policy in drawing connections between high-level systems and policies and the experiences and outcomes of children and families. Though the module draws cases primarily from the U.S. context, the topics and tools covered are relevant for other country contexts; students will have an opportunity to consider an aspect of early childhood policy in a context of their choosing through an independent project.

Additional Course Attributes:

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

Education H625 Section: 1

Sexuality in Schools (223912)

Shafia Zaloom

2024 Spring (2 Credits) **Schedule:** MTWRF 0900 AM - 1200 PM
T 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: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Content	nonprofits
HGSE: Content	learning and teaching
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Content	relationships
HGSE: Content	community
HGSE: Competencies	manage classroom
HGSE: Content	identity
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	leadership
HGSE: Content	parenting
HGSE: Content	social contexts
HGSE: Content	values

Education H801 Section: 01

Literacy Assessment and Intervention Practicum (180713)

Pamela Mason

2023 Fall (4 Credits) **Schedule:** TR 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** 15

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.

Class Notes: **This course is not part of the centralized lottery and is by instructor permission only.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teacher preparation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze student data
HGSE: Content	curriculum development
HGSE: Competencies	deliver instruction
HGSE: Competencies	administer an assessment
HGSE: Pedagogy	field-based learning

Education H804 Section: 01

H804: Writing Development for Diverse Learners, K-12 (180715)

Cami Condie

2024 Spring (4 Credits) **Schedule:** R 0600 PM - 0845 PM

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

This course is intended to provide a research-based understanding of the development of writing, beginning with children's earliest attempts at communicating intent in written form and continuing through the high school years, with an equity, 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. 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, 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	develop curriculum
HGSE: Content	culture
HGSE: Competencies	deliver instruction
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	team-based learning
Blue Course Evaluations	ALL
HGSE: Pedagogy	peer learning
HGSE: Content	cognitive development
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Content	reading
HGSE: Competencies	make a presentation
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion

Education H810F Section: 01

Children's Literature (180721)

Autumn Allen

2024 Spring (2 Credits) **Schedule:** M 0600 PM - 0845 PM

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

This module offers an exploration of illustrated literature for children in pre-K through elementary school, with an emphasis on selecting quality children's books to support social and emotional learning and positive identity development. While reading a number of new and classic children's trade books, students will explore strategies for evaluating books, finding the best books, learning about authors and illustrators, and using books to inspire empathy, critical thinking and a love of reading in young people. Students will engage current topics in children's literature such as diversity in representation and in the publishing field, and access to diverse books. Classes will include lectures, book discussions, and student participation; there may be an occasional guest speaker.

Additional Course Attributes:

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

Education H810G Section: 01

Adolescent Literature (180722)

Mg Prezioso

2024 Spring (2 Credits) **Schedule:** MTWRF 0900 AM - 1200 PM

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

How and why do we read literature? How does literature advance our understanding of ourselves and the world? How does one's immersion in a book transform, delight, and enlighten? How does literature catalyze our sense of justice? These are some of the questions we explore in this module, which examines the value of literature from philosophical, literary, and educational perspectives. Focusing on literature written for middle- and high-school-aged children and adolescents (ages 11-18), with emphasis on finding new books to supplement an existing curriculum, each class will include a lecture, book discussions, and student participation. While reading a number of new and classic trade books for children and young adults, students will also explore strategies for evaluating books, finding the best books, learning about authors, using books in the classroom, and igniting a lifelong love of reading. Assignments include online and in-class discussion, a mini-lesson plan or discussion guide, and a focused bibliography of 12 books on the topic of their choice.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: AAR Attributes	May Term course
Blue Course Evaluations	ALL

Education H810H Section: 01

Literacy Leadership through Coaching (180723)

Pamela Mason

2024 Spring (2 Credits) **Schedule:** MW 0430 PM - 0545 PM

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

Literacy Leadership through Coaching provides participants with an overview of the literature on literacy coaching across grade levels and school contexts. It is appropriate for master's and doctoral students wanting to learn more about the theory and practices that are foundational to current coaching models to strengthen teachers' literacy instruction. Research and theory addressed in the module will focus on the intersection of the following fields: adult development, professional learning, the relationship between teacher quality and student achievement, instructional change, and school improvement. In a workshop format, participants will address the module's overarching questions: How does literacy coaching support culturally sustaining pedagogy? What does literacy coaching look like across grade levels and coaching models? How does research support current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers agree are effective? How does coaching support school improvement efforts? The module's final assignment and weekly activities have been specifically designed to allow those interested in literacy education, professional learning, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

Teaching experience is recommended but not required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	reading
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Content	adult development
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	facilitate group process
HGSE: Content	student achievement
HGSE: Content	group dynamics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	school reform
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	engage in difficult conversations
HGSE: Content	teacher preparation
HGSE: Have You Considered	Have you Considered?

Education H811F Section: 01

Language and Literacy Development Series: From Language to Literacy (216481)

Meredith Rowe

2023 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, their development 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	synthesize readings
HGSE: Content	early childhood
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Competencies	analyze qualitative data
HGSE: Content	cognitive development
HGSE: Competencies	design an intervention
HGSE: Content	child development
HGSE: Content	developmental psychology
HGSE: Content	parenting
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	readings
HGSE: Competencies	debate
HGSE: Content	language and literacy
HGSE: Content	linguistic diversity
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing
HGSE: Content	social contexts

Education H811G Section: 01

Language & Literacy Dev. Series: Reading Dev. and Instruction from a Strengths-based Perspective (216482)

Pamela Mason

2023 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 complete a literature review, investigating the efficacy of the program as your final paper.

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: Competencies	make a presentation
HGSE: Content	classroom instruction
HGSE: Content	cognitive development
HGSE: Content	language and literacy
HGSE: Content	curriculum development
HGSE: Content	linguistic diversity
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Competencies	deliver instruction
HGSE: Competencies	write a literature review
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop curriculum
All: Cross Reg Availability	Available for Harvard Cross Registration

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Education H811H Section: 01

Language & Literacy Development Series:Reading to Learn:Socialization, Language & Deep Comprehension (216483)

Catherine Snow

2024 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: Content	teaching for understanding
HGSE: Content	classroom instruction

HGSE: Content	adolescent development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a lesson
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	analyze arguments
HGSE: Content	reading
HGSE: Pedagogy	lecture
HGSE: Content	language and literacy
HGSE: Pedagogy	small-group discussion

Education H811J Section: 01

Language and Literacy Development Series: Adolescent Literacy Development and Instruction (216171)

Catherine Snow

2024 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 about reading, writing, literate forms of language use, and content-area specific literate genres in the middle and high school years. The unfinished task of literacy development is a challenge for 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: Content	language and literacy
HGSE: Pedagogy	readings
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	small-group discussion
HGSE: Content	classroom instruction
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Competencies	improve teaching practice
Blue Course Evaluations	ALL
HGSE: Competencies	synthesize readings
HGSE: Content	adolescent development

Education H813M Section: 01

Bilingual Learners: Literacy Development and Instruction (223108)

2023 Fall (2 Credits) **Schedule:** TR 0430 PM - 0545 PM

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

Additional Course Attributes:

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

Education H860 Section: 01

Addressing Reading Challenges Among Diverse Learners (180761)

Joanna Christodoulou

2024 Spring (4 Credits) **Schedule:** T 0130 PM - 0415 PM

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

Reading involves a foundational set of skills for learning in classrooms and beyond, yet this skill is a challenge for many students to acquire. We will explore reading challenges considering learning differences and disabilities as well as a range of socioeconomic, cultural, and linguistic backgrounds. We will also examine how students with associated skillsets and background experiences may benefit from more tailored instructional strategies. To understand reading development across multiple pathways, this course aims to address (1) the different manifestations of reading difficulties from research and practical perspectives, and (2) how research-based evidence can inform implementing equitable reading support for children from all backgrounds and across reading abilities. We will evaluate reading challenges through a framework of inclusion, with a strengths-based approach, and attending to the socio-cultural context in which reading development occurs. Our focus will be on US-based contexts, with options for course members to explore reading from international perspectives. Course content will address foundational knowledge on cognitive and socioemotional components of reading acquisition. The course will emphasize practical applications based on evidence for supporting all readers and will include representation of school-age students with reading challenges, policy makers, educators, and practitioners. This practical emphasis will also include research-based updates on common myths and misconceptions (e.g., is dyslexia just about letter reversals?), compensatory skills and strategies our students can learn or bring to their learning, 'learning loss' associated with the summer and COVID-19, diverse language backgrounds, and co-occurring challenges (e.g., ADHD, math disability, etc.). Doctoral and master's level students are welcome (undergraduates with permission).

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Have You Considered	Have you Considered?
HGSE: Competencies	analyze arguments
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	write a literature review
HGSE: Pedagogy	research project
HGSE: Pedagogy	online and blended learning

Education H875Y Section: 1

Advanced Seminar in Human Development Research (205419)

Meredith Rowe

2023 Fall (2 Credits) **Schedule:** F 0900 AM - 1100 AM

Instructor Permissions: Instructor **Enrollment Cap:** 30

This seminar is designed primarily for doctoral students in years 2-4 who are working on designing and executing independent research in the field of human development (HDLT). This seminar will have a dual focus; (1) to support each student's academic development through research study conceptualization, proposal writing, literature review development, and scholarly issues related to career advancement (e.g., grant writing, curriculum vitae building); and (2) to disseminate and discuss seminal research in human development related to the themes of interest evident based on the students registered for the course (e.g., language development, executive function, reading comprehension, adult development, identity, motivation, etc.) to both broaden and deepen students' knowledge base, but also to support a peer review process for the course. With this course, students will deepen their knowledge of the research and proposal writing process, clarify their thinking about their own topic by working to convey to others its importance and related evidence and issues, and to learn from the work of peers. Students will actively engage in class discussions, work in small groups, and provide feedback on classmates' work. As a final product for this course, students will develop a research proposal, literature review, or write-up of an empirical study. This course, in combination with H876Y, is a yearlong class (4 credits total) that meets in person on 6 or 7 Friday mornings per semester.
Permission of instructor required. Enrollment is limited to 15.

Class Notes: **This course will mee the following Fridays:**

- Sept 15

- Sept 29

- Oct 13

- Oct 27

- Nov 10

- Dec 1

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
Full Year Course	Indivisible Course

Education H876Y Section: 1

Advanced Seminar in Human Development Research (205420)

Meredith Rowe

2024 Spring (2 Credits) **Schedule:** F 0900 AM - 1100 AM

Instructor Permissions: Instructor **Enrollment Cap:** 30

This seminar is designed primarily for doctoral students in years 2-4 who are working on designing and executing independent research in the field of human development (HDLT). This seminar will have a dual focus; (1) to support each student's academic development through research study conceptualization, proposal writing, literature review development, and scholarly issues related to career advancement (e.g., grant writing, curriculum vitae building); and (2) to disseminate and discuss seminal research in human development related to the themes of interest evident based on the students registered for the course (e.g., language development, executive function, reading comprehension, adult development, identity,

motivation, etc.) to both broaden and deepen students' knowledge base, but also to support a peer review process for the course. With this course, students will deepen their knowledge of the research and proposal writing process, clarify their thinking about their own topic by working to convey to others its importance and related evidence and issues, and to learn from the work of peers. Students will actively engage in class discussions, work in small groups, and provide feedback on classmates' work. As a final product for this course, students will develop a research proposal, literature review, or write-up of an empirical study. This course, in combination with H876Y, is a yearlong class (4 credits total) that meets in person on 6 or 7 Friday mornings per semester.
Permission of instructor required. Enrollment is limited to 15.

Class Notes: **This course will meet the following Fridays:**

- Jan 26

- Feb 9

- Feb 23

- March 8

- March 29

- April 12

- April 26

Additional Course Attributes:

Attribute	Value(s)
Full Year Course	Indivisible Course
All: Cross Reg Availability	Available for Harvard Cross Registration

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Education HPL101 Section: 01

How People Learn (216118)

Matthew Miller

Catherine Snow

Eric Soto-Shed

Elizabeth Bonawitz

Adriana Umaña-Taylor

Junlei Li

Sarah Rendon Garcia

2023 Summer (4 Credits) **Schedule:** TBD

Instructor Permissions: None **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 19.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	HPL
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education HPL101 Section: 1

How People Learn (216118)

Matthew Miller

Catherine Snow

Eric Soto-Shed

Elizabeth Bonawitz

2024 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)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	HPL
Course Search Attributes	Display Only in Course Search

Education HT107 Section: 01

Topics in Educational Psychology (180782)

Jon Star

2024 Spring (4 Credits) **Schedule:** WR 1100 AM - 0500 PM
MTWRF 1100 AM - 0200 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:

There will be a 1 hour break between 2PM and 3PM on Wednesday January 3rd and Thursday January 4th.

Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	classroom instruction
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	write a policy memo
HGSE: Competencies	debate
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	analyze arguments
HGSE: Content	metacognition
HGSE: Content	curriculum development
HGSE: Content	social development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Content	learning and teaching
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	early childhood
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	collaborate
HGSE: Content	teachers
HGSE: Content	child development
HGSE: Content	pedagogy
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	conduct an interview
HGSE: Content	cognitive development
HGSE: Content	learning differences
HGSE: Competencies	make a presentation
HGSE: Competencies	write a case study
HGSE: Content	psychology
HGSE: Content	adolescent development
HGSE: Content	motivation

Education HT123 Section: 01

Informal Learning for Children (180784)

Joe Blatt

2024 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 practicum 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.

Class Notes: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	out-of-school time
HGSE: Content	learning and teaching
HGSE: Pedagogy	project-based learning
HGSE: Competencies	write a research proposal
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop curriculum
HGSE: Content	museums
HGSE: Competencies	practice equity and inclusion
HGSE: Content	risk prevention/intervention
HGSE: Content	media

HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project
HGSE: Competencies	build partnership
HGSE: Content	curriculum development
HGSE: Content	cognitive development
HGSE: Content	informal learning
HGSE: Content	partnerships
HGSE: Content	developmental psychology
HGSE: Content	entrepreneurship
HGSE: Competencies	collaborate
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	qualitative research
HGSE: Content	motivation
HGSE: Content	technology
HGSE: Content	formative evaluation
HGSE: Content	diversity equity inclusion
HGSE: Content	fundraising
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	child development
HGSE: Content	civic engagement
HGSE: Content	global/international context
HGSE: Content	innovation
All: Cross Reg Availability	Available for Harvard Cross Registration

Education HT820 Section: 01

Introduction to Psychoeducational Assessment (180788)

Rebecca Rolland

2023 Fall (4 Credits) **Schedule:** M 0900 AM - 1145 AM

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

This case-based course will introduce the conceptual, practical, ethical, and legal issues related to psycho-educational assessment of school-aged children and adolescents. Topics include: discussion of standards for educational testing, including validity, reliability, norming, test development, and avoidance of cultural bias; and general guidelines for selections of particular types of assessment methods for individual children (i.e., standardized test, direct observation, questionnaire, interview). Special emphasis will be placed on the contributions and limitations of tests for students with learning difficulties, particularly in language and literacy. Supervised clinical practice in screening and assessment will provide students with experience in the oral and written communication of assessment results to parents, teachers and other professionals. Requirements include engaging with weekly media and cases and a written assessment report.

Prerequisites: A background knowledge in language and reading development is helpful. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	language and literacy
HGSE: Content	learning differences
HGSE: Content	decision-making
HGSE: Pedagogy	experiential learning
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	case-method learning
HGSE: Competencies	practice equity and inclusion

HGSE: Competencies	administer an assessment
HGSE: Content	cognitive development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Content	assessment
HGSE: Pedagogy	guest speaker(s)

Education L100AY Section: 01

The Workplace Lab for System-Level Leaders (203644)

Mary O'Neill

2023 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
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	write a policy memo
Full Year Course	Indivisible Course
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	analyze qualitative data
HGSE: Content	negotiation

Education L100BY Section: 01

The Workplace Lab for System-Level Leaders (203645)

Mary O'Neill

2024 Spring (4 Credits) **Schedule:** R 0915 AM - 1200 PM

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)
HGSE: Competencies	leadership
HGSE: Content	decision-making
HGSE: Pedagogy	experiential learning
Blue Course Evaluations	ALL
Full Year Course	Indivisible Course
All: Cross Reg Availability	Not Available for Cross Registration

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Education L102A Section: 01

Leaders of Learning (220714)

Jennifer Cheatham

2023 Fall (2 Credits) **Schedule:** M 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 30

*****ONLY OFFERED FOR EdLD STUDENTS***This course is designed to better prepare students in the Ed.L.D. Program to lead learning, both student 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.**

Additional Course Attributes:

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

Education L103 Section: 01

Thinking Strategically about Education Reform (203649)

Robert Wessman

2023 Fall (4 Credits) **Schedule:** TR 0130 PM - 0300 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	school reform
HGSE: Pedagogy	team-based learning
HGSE: Competencies	design an intervention
HGSE: Competencies	collaborate
HGSE: Competencies	collect qualitative data
HGSE: Competencies	think strategically
HGSE: Content	politics
HGSE: Content	diversity equity inclusion
HGSE: Content	leadership
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	project-based learning
HGSE: Competencies	write a policy memo
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	organizations
HGSE: Content	system-level leadership
HGSE: Pedagogy	case-method learning
HGSE: Content	strategic planning

Education L104AY Section: 01

Practicing Leadership Inside and Out (203650)

Candice Crawford-Zakian

Lisa Lahey

Michael Koehler

2023 Fall (4 Credits) **Schedule:** M 0200 PM - 0500 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This course is designed with the guiding principle that as aspiring "transformational leaders," students must include themselves in the "change equation." The Personal Mastery Strand of the Ed. L.D. Program is an integrated set of curricular elements intending to foster (1) a significantly greater understanding of students as leaders and learners (including their strengths, growing edges, blind spots, and vulnerabilities, which, if not identified and addressed, are likely to limit and undermine leadership and personal effectiveness); (2) a deepening ability to help students overcome their gaps and blind spots and manage their vulnerabilities in their personal growth; and (3) a significantly greater facility with group and team dynamics, including how to be an effective team leader and member, and how to recognize and address collective processes that derail a group's capacities to execute, deliver, and learn. Specific components of this course include units on adult development and team effectiveness, among others. Additionally, Ed.L.D. students are supported in their leadership development with regular, yearlong, individualized leadership coaching sessions. Before the start of the course, students will complete a set of assessments (including a leadership 360 feedback assessment) that will provide baseline data to develop individualized personal learning agendas. These agendas are pursued and supported in the coaching, within the structure of this course and throughout the duration of the Ed.L.D. Program.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-104AY and L-104BY were formerly L-104A and L-104B.

Requirements: **Must be a Doctor of Education Leadership Student or have permission of the instructor**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	multimedia texts
HGSE: Content	adult development
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	identify one's leadership strengths & limitations
All: Cross Reg Availability	Not Available for Cross Registration
Full Year Course	Indivisible Course
HGSE: Content	coaching
HGSE: Content	group dynamics

Education L104BY Section: 01

Practicing Leadership Inside and Out (203651)

Candice Crawford-Zakian

2024 Spring (2 Credits) **Schedule:** R 0200 PM - 0500 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This module is a continuation of L-104AY. The central focus is on developing transformational leaders. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively as well. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring." A main goal of the course is to support students in their continued development towards, within, or beyond a self-authoring mindset. In this course, students will develop a greater understanding of themselves as leaders and learners, including their strengths,

preferences, growing edges, blind spots, and limitations, which if not identified and addressed are likely to undermine their leadership and personal effectiveness. Students will deepen their ability to overcome their gaps and blind spots and manage their limitations. They will further grow in their ability to understand, engage, and effectively support and challenge others, including Ed.L.D. colleagues. They will also develop greater facility with group and team dynamics, including: how to create the conditions for effective team development and learning, how to be a responsible and responsive team member, and how to recognize and address collective processes that limit a group's capacities to cohere, perform, and learn. During the spring semester, there are two units that comprise the module: Team Effectiveness and Individual Leadership Coaching.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-104AY and L-104BY were formerly L-104A and L-104B.

Class Notes: **This course will meet on the following days:**

2/22, 2/29, 3/7, 3/21, 4/4, 4/11, 4/25

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

Education L106 Section: 01

Race, Equity, and Leadership (203674)

Frank Barnes

2024 Spring (4 Credits) **Schedule:** T 0915 AM - 1200 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

Transformational leadership in education advances equity for all learners. For a system-level leader, a commitment to equity is only one essential step in a personal and professional journey. Leading to develop and sustain genuinely inclusive, equity-focused schools and systems in the United States requires understanding the intersection of race, identity, power, and privilege in our society and schools. The work of educational equity demands leaders who can replace inequitable structures and practices by confronting the legacies of racism and other forms of exclusion, building strengths-based instructional capacity and cultural competency, effective communication and leadership of dialogue, authentic family and community engagement, and more. Developing the capabilities within education systems to do this critical work is the purpose of this course.

Permission of instructors required. Enrollment is limited to first-year students in the Ed.L.D. program.

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

Education L107 Section: 01

Leading with the Board (207222)

S. Paul Reville

2024 Spring (4 Credits) **Schedule:** W 0915 AM - 1200 PM

Instructor Permissions: Instructor **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 boardsmanship, the essentials of executive-board relations, and the politics and contextual factors involved in leading in collaboration with a board.
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: Competencies	debate
HGSE: Content	civil rights
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	readings
HGSE: Competencies	engage in difficult conversations
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	advocacy
HGSE: Content	culture
HGSE: Pedagogy	socratic discussion
HGSE: Content	decision-making
HGSE: Competencies	conduct an interview
HGSE: Content	politics
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Competencies	collaborate
HGSE: Competencies	synthesize readings
HGSE: Content	relationships
HGSE: Pedagogy	guest speaker(s)
Blue Course Evaluations	ALL

Education L108 Section: 01

Sector Change (207223)

Irvin Scott

2024 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.

Class Notes: **This course will meet on the following days:**

- 1/30, 2/13, 2/27, 3/19, 4/2, 4/9, 4/16, 4/30

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

Education L200AY Section: 1

Ed.L.D. Second Year Core Leadership Seminar: Driving Change (205893)

Elizabeth City

2023 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)
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments
HGSE: Content	system-level leadership
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	readings

Education L200BY Section: 1

Ed.L.D. Second Year Core Leadership Seminar: Driving Change (205894)

Margarita Ruiz

2024 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

2023 Fall (2 Credits)		**Schedule:**	F 0130 PM - 0430 PM
Instructor Permissions:	Instructor	**Enrollment Cap:**	n/a

The central focus of year 2 in Practicing Leadership Inside and Out is on deepening your capacities to be transformational leaders. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively, across a wide array of human differences given diverse life experiences (race, ethnicity, gender, class, sexual orientation etc.) personality preferences, and conflict engagement styles. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring". A main goal of the course is to continue supporting students in their development towards, within or beyond a self-authoring mindset. PLIO Year 2 is designed to enable you to continue to develop the *intra*personal (within yourself) and *inter*personal (between you and another person or persons) capacities towards becoming a transformational leader. Additionally, it is designed to deepen your capacity to intentionally create deliberately developmental containers. 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)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	leadership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	coaching
HGSE: Pedagogy	peer learning
Full Year Course	Indivisible Course
HGSE: Pedagogy	multimedia texts

Education L203BY Section: 1

Second-Year Practicing Leadership: Peer and Pod Coaching (203703)

Candice Crawford-Zakian

2024 Spring (2 Credits) **Schedule:** F 0130 PM - 0430 PM

Instructor Permissions: None **Enrollment Cap:** 30

The central focus of year 2 in Practicing Leadership Inside and Out is on deepening your capacity to navigate social and organizational complexity, exercise leadership and work productively across lines of difference. This module continues to draw from three primary theoretical frameworks - systems psychodynamics, adult development, and adaptive leadership in order to increase capacity for leadership at the individual, interpersonal and social systems level.

Students in this course will have opportunities to engage concepts, practices and frameworks designed to promote the cognitive agility, creativity, self awareness, socio-cultural and socio-political awareness necessary to harness diversity and build collaborative, healthy, innovative, educational systems. Our specific focus will be on further developing your capacity to take responsibility for your thoughts and emotions in the context of engaging differences, especially around race and other identity markers. Students will further grow in their ability to understand, engage, and effectively support and challenge others, especially their Ed.L.D. colleagues. The primary containers for students' learning and growth this year in addition to their lived experiences within the cohort and their previous professional experiences are peer coach pairs, and a 4-person pod (which consists of two peer coaching pairs).

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. No audits are permissible.

Requirements: **Enrollment in this course requires completion of L203AY.**

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	coaching
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	peer learning
Full Year Course	Indivisible Course
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	leadership

Education LCH101 Section: 01

Leading Change (218494)

Monica Higgins

2023 Fall (2 Credits)

Schedule: MWR 0830 AM - 0100 PM
F 0830 AM - 0100 PM
T 0830 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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 will meet on the following days:

Thursday, August 3- 8:30-10:30 am

Friday, August 4- 8:30 am – 1 pm

Monday, August 7- 8:30-10:30 am

Tuesday, August 8- 8:30 am – 12 pm

Wednesday, August 9- 8:30-10:30 am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Competencies	collaborate
HGSE: Content	identity
HGSE: Content	values
HGSE: Content	system-level leadership
Course Search Attributes	Display Only in Course Search
HGSE: Content	group dynamics
Blue Course Evaluations	LCH
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	decision-making
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	psychology
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	adult development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations

HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Content	teams
HGSE: Content	organizations
HGSE: Content	culture
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning

Education LCH101 Section: 02

Leading Change (218494)

Stacey Childress

2023 Fall (2 Credits)

Schedule: MWR 0830 AM - 1030 AM
F 0830 AM - 0100 PM
T 0830 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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 will meet on the following days:

Thursday, August 3- 8:30-10:30 am

Friday, August 4- 8:30 am – 1 pm

Monday, August 7- 8:30-10:30 am

Tuesday, August 8- 8:30 am – 12 pm

Wednesday, August 9- 8:30-10:30 am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	group dynamics
HGSE: Content	culture
HGSE: Content	decision-making
Course Search Attributes	Display Only in Course Search
HGSE: Competencies	collaborate
HGSE: Content	organizations
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	diagnose complex problems

HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Pedagogy	online and blended learning
HGSE: Content	relationships
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
Blue Course Evaluations	LCH
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically
HGSE: Content	identity
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Competencies	build partnership
HGSE: Content	values
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	psychology

Education LCH101 Section: 03

Leading Change (218494)

Elizabeth City

2023 Fall (2 Credits)

Schedule: MWR 0830 AM - 1030 AM
F 0830 AM - 0100 PM
T 0830 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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.
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Tuesday, August 8- 8:30 am – 12 pm

Wednesday, August 9- 8:30-10:30 am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	psychology
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	team-based learning
HGSE: Content	relationships
Course Search Attributes	Display Only in Course Search
HGSE: Competencies	think strategically
HGSE: Content	values
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	engage in difficult conversations
HGSE: Content	organizations
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	identity
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Content	group dynamics
HGSE: Content	culture
HGSE: Content	decision-making
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning
Blue Course Evaluations	LCH

Education LCH101 Section: 04

Leading Change (218494)

Nonie Lesaux

2023 Fall (2 Credits)

Schedule: MWR 0830 AM - 1030 AM
F 0830 AM - 1200 PM
T 0830 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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 will meet on the following days:**

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Tuesday, August 8- 8:30 am – 12 pm

Wednesday, August 9- 8:30-10:30 am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
Blue Course Evaluations	LCH
HGSE: Content	system-level leadership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
HGSE: Content	group dynamics
HGSE: Pedagogy	case-method learning
Course Search Attributes	Display Only in Course Search
HGSE: Content	teams
HGSE: Content	relationships
HGSE: Pedagogy	team-based learning
HGSE: Content	organizations
HGSE: Content	culture
HGSE: Content	decision-making
HGSE: Pedagogy	reflective writing
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Content	social contexts
HGSE: Content	leadership
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	engage in difficult conversations
HGSE: Content	psychology
HGSE: Content	values
HGSE: Content	identity
HGSE: Pedagogy	simulation/role play

Education LCH101 Section: 05

Leading Change (218494)

Matthew Miller

2023 Fall (2 Credits)

Schedule: MWR 0830 AM - 1030 AM
F 0830 AM - 0100 PM
T 0830 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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.

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Monday, August 7- 8:30-10:30 am

Tuesday, August 8- 8:30 am – 12 pm

Wednesday, August 9- 8:30-10:30 am

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	build partnership
HGSE: Pedagogy	online and blended learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	social contexts
HGSE: Content	identity
HGSE: Content	decision-making
HGSE: Content	adult development
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Content	psychology
HGSE: Content	group dynamics
HGSE: Content	culture
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically
HGSE: Content	relationships
HGSE: Content	leadership
HGSE: Content	organizations
HGSE: Content	system-level leadership
Blue Course Evaluations	LCH
HGSE: Content	values
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	team-based learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	teams
Course Search Attributes	Display Only in Course Search

Education LCH101 Section: 06

Leading Change (218494)

Uche Amaechi

2023 Fall (2 Credits)

Schedule: MWR 0200 PM - 0400 PM
F 0200 PM - 0630 PM
T 0200 PM - 0530 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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 will meet on the following days:

Thursday, August 3- 2:00- 4:00 pm

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Tuesday, August 8- 2:00-5:30 pm

Wednesday, August 9- 2:00- 4:00 pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teams
HGSE: Content	relationships
HGSE: Content	organizations
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	reflective writing
HGSE: Content	social contexts
HGSE: Content	decision-making
HGSE: Content	system-level leadership
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Content	values
HGSE: Content	adult development
HGSE: Content	psychology

HGSE: Content	group dynamics
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	leadership
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
Course Search Attributes	Display Only in Course Search
Blue Course Evaluations	LCH

Education LCH101 Section: 07

Leading Change (218494)

Stacey Childress

2023 Fall (2 Credits)

Schedule: MWR 0200 PM - 0400 PM
F 0200 PM - 0630 PM
T 0200 PM - 0530 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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.
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Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychology
HGSE: Content	decision-making
HGSE: Pedagogy	reflective writing
HGSE: Content	values
HGSE: Pedagogy	peer learning
HGSE: Competencies	build partnership

HGSE: Content	teams
HGSE: Pedagogy	team-based learning
HGSE: Content	system-level leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
Blue Course Evaluations	LCH
Course Search Attributes	Display Only in Course Search
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	think strategically
HGSE: Content	relationships
HGSE: Content	culture
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	diagnose complex problems
HGSE: Content	social contexts
HGSE: Content	group dynamics
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	organizations
HGSE: Content	identity
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion

Education LCH101 Section: 08

Leading Change (218494)

Elizabeth City

2023 Fall (2 Credits)

Schedule: MWR 0200 PM - 0400 PM
F 0200 PM - 0630 PM
T 0200 PM - 0530 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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Tuesday, August 8- 2:00-5:30 pm

Wednesday, August 9- 2:00- 4:00 pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	teams
HGSE: Content	decision-making
HGSE: Pedagogy	reflective writing
Course Search Attributes	Display Only in Course Search
HGSE: Competencies	think strategically
HGSE: Content	psychology
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	diagnose complex problems
HGSE: Content	organizations
HGSE: Content	values
HGSE: Pedagogy	team-based learning
HGSE: Competencies	build partnership
HGSE: Content	culture
HGSE: Pedagogy	peer learning
HGSE: Content	relationships
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Pedagogy	online and blended learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	identity
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social contexts
HGSE: Content	group dynamics
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	adult development
Blue Course Evaluations	LCH

Education LCH101 Section: 09

Leading Change (218494)

Nonie Lesaux

2023 Fall (2 Credits)

Schedule: MWR 0200 PM - 0400 PM
F 0200 PM - 0630 PM
T 0200 PM - 0530 PM

Instructor Permissions: Instructor

Enrollment Cap: 80

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

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Wednesday, August 9- 2:00- 4:00 pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	teams
HGSE: Content	leadership
Course Search Attributes	Display Only in Course Search
HGSE: Content	decision-making
HGSE: Competencies	diagnose complex problems
HGSE: Content	psychology
HGSE: Content	group dynamics
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	LCH
HGSE: Content	social contexts
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
HGSE: Content	culture
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	build partnership
HGSE: Content	identity
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	relationships
HGSE: Content	organizations
HGSE: Content	values

Education LCH101 Section: 10

Leading Change (218494)

Matthew Miller

2023 Fall (2 Credits)

Schedule: MWR 0200 PM - 0400 PM
F 0200 PM - 0630 PM

T 0200 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 80

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.
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Tuesday, August 8- 2:00-5:30 pm

Wednesday, August 9- 2:00- 4:00 pm

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Content	relationships
HGSE: Content	system-level leadership
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	values
HGSE: Content	identity
HGSE: Content	decision-making
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	group dynamics
Course Search Attributes	Display Only in Course Search
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collaborate
HGSE: Content	psychology
Blue Course Evaluations	LCH
HGSE: Pedagogy	team-based learning
HGSE: Content	culture
HGSE: Pedagogy	small-group discussion
HGSE: Content	organizations
HGSE: Content	adult development

HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	reflective writing

Education LCH101 Section: A

Leading Change (218494)

2023 Fall (2 Credits) **Schedule:**

Instructor Permissions: Instructor **Enrollment Cap:** 0

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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Content	values
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	teams
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	team-based learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	organizations
HGSE: Content	decision-making
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Competencies	think strategically
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	group dynamics
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	build partnership
HGSE: Content	psychology
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	system-level leadership
Course Search Attributes	Display Only in Course Search

Education LCH101 Section: M

Leading Change (218494)

2023 Fall (2 Credits) **Schedule:**

Instructor Permissions: Instructor **Enrollment Cap:** 0

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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	values
HGSE: Competencies	think strategically
HGSE: Content	psychology
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Pedagogy	peer learning
HGSE: Content	organizations
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	engage in difficult conversations
HGSE: Content	social contexts
HGSE: Content	culture
HGSE: Content	decision-making
HGSE: Content	adult development
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	build partnership
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	identity
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Competencies	collaborate
HGSE: Content	teams
HGSE: Content	group dynamics
HGSE: Pedagogy	online and blended learning
HGSE: Content	relationships

Education S010B Section: 01

Designing Surveys and Questionnaires: Principles and Methods (180850)

Joseph McIntyre

2024 Spring (2 Credits) **Schedule:** M 0430 PM - 0545 PM
W 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: Competencies	understand data
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collect quantitative data
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lecture
HGSE: Competencies	design a survey instrument
HGSE: Content	research methods
HGSE: Content	foundational quantitative methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion

Education S011E Section: 01

Understanding Today's Educational Testing (213733)

Ann Mantil

2024 Spring (2 Credits) **Schedule:** R 0130 PM - 0415 PM

Instructor Permissions: None **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.

Additional Course Attributes:

Attribute	Value(s)

Education S012 Section: 01

Introduction to Statistics for Educational Research (180854)

Hadas Eidelman

2023 Fall (4 Credits) **Schedule:** T 1030 AM - 1145 AM

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 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Content	data analysis
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Content	statistics

HGSE: Pedagogy	lab sessions
HGSE: Competencies	build partnership
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	understand data
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Competencies	code scripts/software
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	reflective writing
HGSE: Competencies	practice equity and inclusion
HGSE: Content	descriptive statistics
HGSE: Content	research methods
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze quantitative data

Education S013A Section: 01

Contemporary Perspectives on Arts and Learning (223866)

Raquel Jimenez

Louisa Penfold

2023 Fall (0 Credits) **Schedule:** W 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This is part one of a new year-long 2-credit course, students will engage in bi-weekly gatherings where we will explore contemporary issues, theories, and practices of integrating the arts into education across diverse settings including schools, museums, community spaces, and online platforms. Through field trips, guest presentations, and student-run workshops we will explore, debate, and re-imagine what it means to be an arts educator and cultural producer today.

Gatherings in the fall semester will focus on building students' professional connections with innovative thinkers, makers, creators across the sector through guest presentations, field trips, and hands-on workshops. Gatherings run in the spring will give opportunities for students to test out and facilitate new artistic philosophies and practices they are exploring during their time at HGSE with the larger concentration group. Specialized sessions dedicated to honing career development skills such as CV and cover letter writing, and creative portfolio development will also be run in the spring semester. Through this, students will engage in meaningful debates and practices exploring how the arts can make a difference in education, whilst also expanding their understandings of professional opportunities across the creative sector. This course is required for the Arts and Learning Concentration.

Additional Course Attributes:

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

Education S013B Section: 01

Contemporary Perspectives on Arts and Learning (223867)

Raquel Jimenez

Louisa Penfold

2024 Spring (2 Credits) **Schedule:** W 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This is part two of a new year-long 2-credit course, students will engage in bi-weekly gatherings where we will explore contemporary issues, theories, and practices of integrating the arts into education across diverse settings including schools, museums, community spaces, and online platforms. Through field trips, guest presentations, and student-run workshops we will explore, debate, and re-imagine what it means to be an arts educator and cultural producer today.

Gatherings in the fall semester will focus on building students' professional connections with innovative thinkers, makers, creators across the sector through guest presentations, field trips, and hands-on workshops. Gatherings run in the spring will give opportunities for students to test out and facilitate new artistic philosophies and practices they are exploring during their time at HGSE with the larger concentration group. Specialized sessions dedicated to honing career development skills such as CV and cover letter writing, and creative portfolio development will also be run in the spring semester. Through this, students will engage in meaningful debates and practices exploring how the arts can make a difference in education, whilst also expanding their understandings of professional opportunities across the creative sector. This course is required for the Arts and Learning Concentration.

Additional Course Attributes:

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

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Education S030 Section: 01

Intermediate Statistics for Educational Research: Applied Linear Regression (180858)

Hadas Eidelman

2024 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: Content	data analysis
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	experiential learning
Blue Course Evaluations	ALL
HGSE: Competencies	make a presentation
HGSE: Competencies	build partnership
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	code scripts/software
HGSE: Content	foundational quantitative methods
HGSE: Competencies	create data visualizations
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
HGSE: Content	research methods
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	understand data
HGSE: Content	statistics
HGSE: Pedagogy	lab sessions
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze quantitative data
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S032A Section: 01

Research Synthesis and Meta-Analysis (218724)

James Kim

2024 Spring (2 Credits) **Schedule:** MWF 0130 PM - 0330 PM

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

***Lottery-based Enrollment* The goal of this course is to prepare students to conduct a quantitative research synthesis using a powerful methodological tool called meta-analysis. In a seminal article published in 1976 in Educational Researcher, Gene Glass defined meta-analysis (i.e., "an analysis of analyses") as the "statistical analysis of a large collection of analysis results from individual studies for the purpose of integrating findings" (p. 3). Because meta-analysis is a statistical method, I will assume that you have taken a course on regression analysis and understand the foundational principles of sampling, inference, and hypothesis testing. S32 is an applied methods course. As such, I will emphasize conceptual understanding of statistical models rather than mathematical theory.**

This course has three goals. First, you will learn a step-by-step procedure for conducting a meta-analysis that addresses important causal and correlational questions in education research. Second, you will learn how to apply meta-analytic methods using available software (Excel, STATA, R) and how their application affects empirical findings. Third, you will complete a final project that advances your professional goals. You will either (1) replicate and extend a published meta-analytic study or (2) critique and evaluate two published meta-analyses on a common topic

Limited enrollment. Students should have successfully completed a course (e.g., S030, S040, or equivalent) that covers the foundational principles of inference, hypothesis testing, and regression analysis. Bear in mind that this course is designed for (a) current doctoral students and (b) masters students who are likely to pursue doctoral studies and are interested in launching an independent program of research.

Class Notes:

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 11/6. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 11/13. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	online and blended learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	JAN - Residential Courses
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods

Education S040 Section: 01

Introductory and Intermediate Statistics for Educational Research: Applied Linear Regression (180864)

Joseph McIntyre

2023 Fall (4 Credits) **Schedule:** TR 1030 AM - 1145 AM
TR 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. The class will be offered in two

separate class meeting times: ONE OF Tuesday, 10:30 – 11:45 a.m. ET OR Tuesday, 4:30 – 5:45 p.m. ET (for a large-group meeting) AND ONE OF Thursday, 10:30 – 11:45 a.m. ET OR Thursday, 4:30 – 5:45 p.m. ET (for a small section meeting). Students will need to be available for at least one of the two course meeting-time options on each day (Tuesday and Thursday) to enroll in this course. Students may select which time they attend on Tuesday, but will need to attend the same Thursday section throughout the course.
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	statistics
HGSE: Content	research methods
HGSE: Pedagogy	team-based learning
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	code scripts/software
HGSE: Pedagogy	research project
HGSE: Competencies	collaborate
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
HGSE: Pedagogy	lab sessions
HGSE: Competencies	understand data
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture

Education S043 Section: 1

Multilevel and Longitudinal Models (180865)

Luke Miratrix

2023 Fall (4 Credits) **Schedule:** TR 1200 PM - 0115 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 develop over time, 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 overly optimistic and 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	data analysis
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a research article
HGSE: Pedagogy	lecture
HGSE: Competencies	code scripts/software
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	create data visualizations
HGSE: Content	statistics
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Content	advanced quantitative methods
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Content	descriptive statistics
HGSE: Competencies	make a presentation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	analyze arguments
HGSE: Content	research methods

Education S052 Section: 01

Intermediate and Advanced Statistical Methods for Applied Educational Research (180866)

Zach Himmelsbach

2024 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 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: Competencies	develop research questions
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze quantitative data
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lecture
HGSE: Pedagogy	lab sessions
HGSE: Competencies	write a research article
HGSE: Competencies	collaborate
HGSE: Content	data analysis
HGSE: Content	statistics
HGSE: Content	advanced quantitative methods
HGSE: Content	causal reasoning
HGSE: Pedagogy	problem sets
HGSE: Competencies	use quantitative-research software
HGSE: Content	foundational quantitative methods
HGSE: Pedagogy	team-based learning
Blue Course Evaluations	ALL

Education S052 Section: 01

Intermediate and Advanced Statistical Methods for Applied Educational Research (180866)

Andrew Ho

2023 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: Content	descriptive statistics
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	write a research/analytic paper
HGSE: Content	advanced quantitative methods
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	team-based learning
HGSE: Competencies	create data visualizations
HGSE: Content	research methods
HGSE: Content	foundational quantitative methods
HGSE: Competencies	write a research article
HGSE: Content	data analysis
HGSE: Content	statistics
HGSE: Competencies	develop research questions
HGSE: Competencies	collaborate
HGSE: Content	causal reasoning
HGSE: Competencies	use quantitative-research software

Education S057 Section: 01

Making Data Count (216680)

Carrie Conaway

2024 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 strongly recommended.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	write a policy memo

HGSE: Competencies	develop research questions
HGSE: Competencies	diagnose complex problems
HGSE: Content	organizations
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	make policy recommendations
HGSE: Competencies	analyze quantitative data
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	statistics
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	create data visualizations
HGSE: Content	process improvement
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
HGSE: Content	program evaluation
HGSE: Pedagogy	project-based learning

Education S059 Section: 01

Quantitative Text Analysis for Education Research (216484)

Sebastian Munoz-Najar Galvez

2024 Spring (4 Credits) **Schedule:** F 0130 PM - 0415 PM
W 1100 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 20

In this course students will learn quantitative text analysis techniques through applications to real-world educational data. We will cover tools for processing, clustering, classifying, and modeling the properties of texts. This course will also be an opportunity to bolster students' statistical computing toolbox in R. By the end of the course, students will be able to develop a data analysis pipeline starting from a document collection, through pre-processing, to exploration and modeling.

Permission of instructor required. Prerequisites: S-052 or equivalent coursework required. The equivalent of one semester of R coding experience or advanced coding experience in another statistical computing language is strongly recommended. If you have any questions about whether you're ready for the course, please speak with the instructor.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
HGSE: Pedagogy	problem sets
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	research project
HGSE: Competencies	understand data
HGSE: Competencies	develop research questions
HGSE: Content	advanced quantitative methods
HGSE: Competencies	code scripts/software
HGSE: Content	data analysis
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	readings

Education S061 Section: 1

Statistical and Psychometric Methods for Educational Measurement (180870)

Andrew Ho

2024 Spring (4 Credits) **Schedule:** MW 1030 AM - 1145 AM

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

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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	problem sets
HGSE: Competencies	design a survey instrument
HGSE: Competencies	develop research questions
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	lecture
HGSE: Content	data analysis
HGSE: Content	testing
HGSE: Content	advanced quantitative methods
HGSE: Content	assessment
HGSE: Competencies	use quantitative-research software
HGSE: Content	statistics
HGSE: Content	research methods
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	team-based learning
HGSE: Content	descriptive statistics
HGSE: Content	student achievement
HGSE: Competencies	analyze quantitative data
HGSE: Content	accountability
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S090A Section: 1

Latent Variable Analysis: Structural Equation Modeling (180880)

Dana McCoy

2024 Spring (2 Credits) **Schedule:** MTWRF 0900 AM - 1030 AM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This course introduces students to the core methods of structural equation modeling (SEM), a class of statistical analysis that flexibly handles complex relationships between and amongst latent and observed variables. In addition to exploring the basic tenants of SEM and how it differs from other regression approaches, topics to be covered in this course include path analysis, mediation, exploratory and confirmatory factor analysis, and assessment and comparison of model fit. As this is an introductory course, there will be a primary focus on non-nested, cross-sectional, continuous variables. Emphasis of this course will be on the practical applications of SEM and latent variable techniques to address relevant questions in education, human development, and the social sciences more broadly. Course lectures, readings, and assignments will reflect this applied focus, and will help students to develop appropriate analytic plans and interpret results in addition to teaching them how to conduct analyses using Stata (and, as appropriate, Mplus or R) software.
Permission of instructor required. Enrollment is limited. Prerequisites: S-052 or at least two semesters of applied statistics. This course complements S-043 and S-061, and students may enroll in these courses in any order.

Class Notes: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research article
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	analyze arguments
HGSE: Content	data analysis
HGSE: Content	advanced quantitative methods
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze quantitative data
HGSE: Content	assessment
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	statistics
HGSE: Competencies	create data visualizations
HGSE: Content	descriptive statistics
HGSE: Content	research methods
HGSE: Pedagogy	peer learning

Education S090A2 Section: 1

Latent Variable Analysis (Part II): Applied Workshop in Structural Equation Modeling (180881)

Dana McCoy

2024 Spring (2 Credits) **Schedule:** T 1030 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

The Applied Workshop in Structural Equation Modeling (SEM) is designed as an opportunity for students to

apply the methods learned in S-090A1 to their own data in a structured and supportive way. At the end of the course, the aim is for students to have completed the methods and results sections of a publishable empirical paper using at least one SEM approach. To achieve this goal, the course will be structured as a series of small group meetings that will help students to develop their research question(s), identify appropriate statistical methods, apply these methods using R (or, as appropriate, Mplus or Stata), describe the results of analysis and their underlying assumptions, and answer the research questions using substantive interpretation. Special topic lectures and published article critiques will also be used to deepen students' knowledge.
Permission of instructor is required. Enrollment is limited. Prerequisites: S-090A1. Students in this workshop are required to have their own dataset ready for analysis prior to the start of the course.

Class Notes: **Course will meet biweekly throughout the semester.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	research project
HGSE: Content	descriptive statistics
HGSE: Content	assessment
HGSE: Pedagogy	small-group discussion
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	create data visualizations
HGSE: Competencies	develop research questions
HGSE: Content	statistics
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze quantitative data
HGSE: Content	advanced quantitative methods
HGSE: Competencies	write a research article
HGSE: Content	data analysis
HGSE: Pedagogy	project-based learning

Education S105 Section: 01

Philosophy of Education (180883)

Catherine Elgin

2023 Fall (4 Credits) **Schedule:** M 0830 AM - 1020 AM
W 0900 AM - 1000 AM

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

What is education? What are its goals? Why is education of value? Are these questions that can be settled once and for all, or do their answers depend on historical and cultural factors? In an effort to answer these questions, we will study works of philosophers such as Plato, Rousseau, Wollstonecraft, Du Bois, Washington, and Dewey. Two papers are required.

No prerequisites; no previous work in philosophy is required. Open to any student who wants to think seriously about the fundamental nature and purposes of education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	synthesize readings
HGSE: Content	ethics

HGSE: Competencies	deliver a lesson
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze arguments
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Have You Considered	Have you Considered?
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social justice

Education S121 Section: 01

Art and Understanding (180887)

Catherine Elgin

2023 Fall (4 Credits) **Schedule:** T 0830 AM - 1020 AM

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

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 is required, students should be interested in thinking deeply about how and why one engages with the arts.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Content	philosophy
HGSE: Competencies	synthesize readings
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	arts
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments

Education S290 Section: 1

Applied Causal Inference in Education Research (180895)

Eric Taylor

2024 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)
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

2024 Spring (4 Credits) **Schedule:** MTWRF 1000 AM - 0500 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, and immersive experiences, 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. As part of the course requirements, students will work in small groups to design, implement, and reflect on a learning experience that foregrounds slow looking. Several visits to local sites are required.

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.

Class Notes: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	pedagogy
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	experiential learning
HGSE: Content	out-of-school time
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a lesson
HGSE: Competencies	deliver a lesson

HGSE: Content	museums
HGSE: Content	arts
HGSE: Pedagogy	peer learning
HGSE: Content	informal learning
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	team-based learning

Education S309 Section: 01

Practice-Based Research in Arts Learning (220686)

Louisa Penfold

2023 Fall (2 Credits) **Schedule:** M 1030 AM - 1150 AM
W 0900 AM - 1020 AM

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

Practice can be understood as 'what we do' as artists and arts educators. It involves patterns of behavior, thought, and values that construct the conditions for teaching, learning, and experimentation. Furthermore, power structures such as class, race, and gender influence and shape our understanding of arts practices, as well as their role in educational systems. Practice-based research in the arts opens up opportunities for deep thinking around the decisions we make and the assumptions we hold with the aim of transforming practices so they are more equitable, effective, and socially just. This course introduces the idea of practice-based research as an orientation for arts in education. Students will explore strategies for planning, facilitating, and reflecting on 'what we do' to generate new perspectives and ways of enacting creative inquiry. Through group discussions, readings, discussions with industry experts, and case study analysis of organizations such as Project Zero, Reggio Emilia early childhood centers, and Tate, students will gain a rigorous understanding of how creative inquiry can be facilitated and deepened through practice-based research.
What research strategies can we use to better understand and transform arts practices? What modes of knowing are utilized in the arts? What ethical considerations are connected to practice-based research? How do different power structures limit/open up possibilities for creative inquiry?

The main focus of the module is on designing and conducting a small-scale, inquiry-driven research project on a topic of student's choosing. Weekly workshops will be run as 2 x 1 hour 20 min sessions. This course is open to all HGSE Ed.M. and Ph.D. students. Students from other schools are welcome to apply to the instructor for permission to enroll.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	design an intervention
HGSE: Competencies	develop research questions
HGSE: Competencies	create data visualizations
HGSE: Content	evaluation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	conduct an interview
HGSE: Content	research methods
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	discussion sections
HGSE: Content	data analysis
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	project-based learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collect quantitative data

HGSE: Competencies	analyze qualitative data
HGSE: Content	arts
HGSE: Pedagogy	research project

Education S311 Section: 01

Contemporary Art in Early Childhood (220693)

Louisa Penfold

2023 Fall (4 Credits) **Schedule:** M 0430 PM - 0545 PM
T 0200 PM - 0400 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-Based Enrollment* This course examines the potential of contemporary and modern art in 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 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 contemporary artists from diverse backgrounds as central in arts education? Each week students 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. Students will then participate in a 2-hour studio workshop in which they will learn about contemporary artists, experiment with art materials, and engage in the specific technique of 'pedagogical curation', a curatorial strategy for connecting art practices and the design of children's learning environments. This strategy will include practical steps for sourcing materials, researching diverse artists, evaluating learning outcomes, and scaffolding children's 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 connecting contemporary art and children's play. The course also features guest presentations from artists, curators, and education experts who will share innovative case studies from the field. This course is open to all HGSE Masters and Doctoral students. Students from other schools are welcome to apply to the instructor for permission to enroll. The class will be capped at 27 students and run via a lottery-based enrollment.**

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver a lesson
HGSE: Content	learning and teaching
HGSE: Competencies	design a lesson
HGSE: Content	early childhood
HGSE: Content	classroom instruction
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	informal learning

HGSE: Content	arts
HGSE: Content	pedagogy
HGSE: Content	museums
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	project-based learning

Education S312 Section: 01

Creative Wellbeing and Justice in Arts Education (223869)

Raquel Jimenez

2024 Spring (4 Credits) **Schedule:** M 0430 PM - 0715 PM

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

There is widespread agreement in education that schools must engage young peoples' cultural experiences as resources for learning and fulfilling the promise of education in a pluralistic democracy. Learners come to school with diverse funds of knowledge—and honoring and extending these funds of knowledge is a fundamental matter of educational equity. Arts education has a vital, if underutilized, role to play in realizing this educational vision. Through the arts, we engage in symbolic practices that help us make sense of our experiences, sustain our sense of connection to our communities, and begin to imagine and enact self-defined futures. In this course, we will consider the role of the arts in supporting a greater sense of wellbeing and justice in a wide range of educational spaces. We will draw on the theoretical foundations of art and culture to investigate the role of creative expression in fostering meaning-making, identity, and solidarities across lines of difference. Through historical readings and active discussion, we will attend to the imperial and assimilationist origins of art in the United States, and we will draw on current events to help us think expansively about the role of the arts in supporting struggles for self-determination, intellectual freedom, and social change. Ultimately, this course is intended to equip students with deepened understandings about the intersections of art, culture, and education, and with background knowledge to think critically about the affordances and challenges inherent in supporting a sense of creative wellbeing and justice through arts education.

Additional Course Attributes:

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

Education S370 Section: 1

The Art of Systems Leadership (223014)

Marian Brown

2023 Fall (2 Credits) **Schedule:** F 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 guest lecturers from local arts and culture sector leadership, as well as independent artists, sharing from the field during "leadership labs". 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: Competencies	collaborate
HGSE: Content	accountability
HGSE: Content	leadership
HGSE: Pedagogy	experiential learning
HGSE: Content	arts
HGSE: Content	diversity equity inclusion
HGSE: Content	nonprofits
HGSE: Content	community
HGSE: Competencies	practice equity and inclusion
HGSE: Content	critical theory
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	leadership
HGSE: Content	career development
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based learning
HGSE: Pedagogy	team-based learning

Education S401A Section: 1

Reflective Scholars Learning from Research and Life (223894)

Paola Uccelli

2023 Fall (2 Credits) **Schedule:** M 0430 PM - 0630 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

*****ONLY OFFERED FOR PhD STUDENTS***Becoming a scholar entails not only expanding content knowledge, mastering rigorous methodological tools, and developing analytical skills; but it also involves a personal journey in which our evolving identities are linked with the stories we tell ourselves about who we are, where do we belong, and what motivates, drives, or interferes with our work. Designed for PhD students, this module will focus on collaborative oral reflection and self-reflective writing sparked by the research and personal stories of influential scholars. Participants will reflect on their personal trajectories and the research they conduct or envision conducting. This reflection and learning will be grounded in the unique opportunity to learn from a few of our own highly influential HGSE professors who have had a long-lasting impact on the educational field, specifically in the areas of human development, learning, and teaching.**
This module will include four or five professors invited as guest speakers (Catherine Snow, Paul Harris, Howard Gardner, Carola Suárez Orozco). Each faculty will visit the class once and will be asked:

- **to share two of their own articles that are particularly meaningful for them;**
- **to share their life biographies and perspectives; and**
- **to engage in conversation with students for about 2 hours.**

This module seeks to engage and support participants in reflecting upon their conceptions of scholarship, their strengths and areas of growth, their emerging research questions, and the drivers, obstacles, and

desirable supports they envision in their training as scholars. Learning from others includes learning from their peers, as well as from experienced scholars uniquely positioned to illuminate discussions and reflections about human development and learning guided by their influential and inspiring research and life stories.

Class Notes: **Fall 2 Monday modules will begin October 30. (Tuesday, December 5 will follow a Friday class schedule.)**

Additional Course Attributes:

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

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Education S501Y Section: 01

Researching in Community: Intergenerational Participatory Action Research for Educational Justice (180926)

Gretchen Brion-Meisels

2023 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 & 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 folx to design and implement a critically oriented research study.

S501 is an eight-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. Enrollment is limited to 40. 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. (Students will be notified within 24 hours of the application deadline about their enrollment status.) 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. Projects will likely 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	create data visualizations
HGSE: Content	culture
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	action research
HGSE: Content	social justice
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze qualitative data
HGSE: Content	critical theory
HGSE: Content	relationships
HGSE: Content	research methods
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning
HGSE: Competencies	develop research questions
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	collect qualitative data
HGSE: Competencies	E&O Electives
HGSE: Content	civic engagement
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Competencies	practice equity and inclusion
HGSE: Content	qualitative research
HGSE: Content	community
HGSE: Pedagogy	reflective writing
HGSE: Competencies	facilitate group process
HGSE: Competencies	analyze arguments
HGSE: Content	identity
Full Year Course	Indivisible Course
HGSE: Pedagogy	field-based project

Education S502Y Section: 01

Researching in Community: Intergenerational Participatory Action Research for Educational Justice (216676)

Gretchen Brion-Meisels

2024 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 folx to design and implement a critically oriented research study.

S501Y and S502Y is an eight-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. Enrollment is limited to 40. 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. (Students will be notified within 24 hours of the application deadline about their enrollment status.) 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. Projects will likely 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: Content	civic engagement
HGSE: Content	culture
HGSE: Content	diversity equity inclusion
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	peer learning
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	build partnership
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze qualitative data
HGSE: Content	social justice
HGSE: Content	community
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	ALL
HGSE: Competencies	facilitate group process
HGSE: Content	critical theory
HGSE: Content	qualitative research
HGSE: Content	identity
HGSE: Competencies	collect qualitative data
HGSE: Content	relationships
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	action research
HGSE: Content	research methods
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze arguments

Education S504 Section: 01

Introduction to Qualitative Research (180927)

Liz Duraisingh

2023 Fall (4 Credits) **Schedule:** F 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will involve active and collaborative learning, with discussions and activities related to the weekly topic and readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing data, making appropriate claims, positioning their work relative to existing literature, and appraising others' qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and to develop skills for further and ongoing reflection about their work and their relationship to it.
Permission of instructor required. Enrollment is limited to doctoral students. Required for first-year Ph.D. students; other doctoral students may enroll with permission and dependent on available space. Please email the instructor directly if you are seeking permission to enroll.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research ethics
HGSE: Pedagogy	reflective writing
HGSE: Content	research methods
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	research project
HGSE: Competencies	make a presentation
HGSE: Competencies	develop research questions
HGSE: Content	qualitative research
HGSE: Content	identity
HGSE: Competencies	write a research proposal
HGSE: Content	culture
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	conduct an interview
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	small-group discussion

Education S508 Section: 01

Methods of Research in the History of Education (180930)

Julie Reuben

2024 Spring (4 Credits) **Schedule:** W 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 15

The purpose of this course is to help students learn how to conduct historical research on education. The course will use three means for accomplishing this goal. First, students will learn how to do historical research by doing it. The core of the course is a guided research project. Students will select their own topics but will work together as a group to master the basic steps of research. The final product for the

course is an original research paper that could be revised for future publication. Second, students will learn about historical research by reading and analyzing selected articles on the history of education. Third, students will read portions of published research guides. These offer practical advice about the research process and will help students avoid common problems when researching and writing their paper for the course. This course is suitable for students with different levels of background and scholarly goals. For those students who have studied history extensively or who intend to become historians, this course offers an opportunity to do original research in a supportive setting. For students who do not view themselves as future historians but who are considering incorporating historical research into other projects or who want to learn about a particular topic, this course provides a good opportunity to learn basic research skills.

Permission of the instructor required. Enrollment is limited; however, in most years all interested students have been able to enroll. Please send an email to julie_reuben@harvard.edu if you want to enroll but cannot attend the information session during shopping period. Jointly offered in the Faculty of Arts and Sciences as History 2350.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Pedagogy	research project
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Competencies	write a research article
HGSE: Have You Considered	Have you Considered?

Education S510F Section: 01

Qualitative Research Methods in Practice (205892)

Liz Duraisingh

2024 Spring (2 Credits) **Schedule:** F 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: **Class will meet every other Friday begining on January 26.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research ethics
HGSE: Content	ethics
HGSE: Competencies	collaborate
HGSE: Competencies	collect qualitative data
HGSE: Content	data analysis
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	qualitative research
HGSE: Content	research methods
HGSE: Pedagogy	research project

Blue Course Evaluations	ALL
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	develop research questions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	experiential learning
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	lecture

Education S513 Section: 01

Introduction to Qualitative Program and Policy Evaluation (205528)

Lynne Sacks

2024 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 program? 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 presentations of key points, by the instructor and members of the class. A key element of the course will be conducting an authentic evaluation of a policy or program.
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 in other Harvard graduate schools.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
Blue Course Evaluations	ALL
HGSE: Competencies	make a presentation
HGSE: Content	qualitative research
HGSE: Content	research methods
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	research project
HGSE: Competencies	use qualitative-research software
HGSE: Content	program evaluation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Competencies	conduct an interview

Education S515 Section: 01

Emancipatory Inquiry: Listening, Learning, and Acting for Social Change (205604)

Aaliyah El-Amin

2023 Fall (4 Credits) **Schedule:** T 0130 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

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 required. Enrollment is limited to 20. 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)
HGSE: Competencies	develop research questions
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Competencies	analyze qualitative data
HGSE: Content	critical theory
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	research project
HGSE: Competencies	conduct an interview
HGSE: Content	social justice
HGSE: Competencies	E&O Electives
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	project-based learning
HGSE: Content	action research
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Content	teachers
HGSE: Pedagogy	small-group discussion
HGSE: Content	qualitative research
HGSE: Content	research methods

Education S527 Section: 1

Ethnographic Methods (180940)

Gabrielle Oliveira

2023 Fall (4 Credits) **Schedule:** T 0900 AM - 1145 AM

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

This seminar explores the epistemology, conduct, and politics of ethnographic fieldwork. Along with engaging several classic and contemporary texts, seminar members will collect, analyze, and wrestle with ethnographic data. In service to the seminar's broad goals, members will engage in various stages of the ethnographic process: gaining access to a research site or population, taking field notes, conducting and transcribing interviews, and engaging in preliminary analyses of their data. We will also discuss the challenges of entering, being in, and leaving the field. The seminar is therefore designed for students who are willing to engage in focused, hands-on training on ethnographic theory and practice. To best take advantage of what this seminar has to offer, members are urged to come in with a preliminary sketch of a research plan that they would be ready to either directly study in the field or explore through field exercises. This will be a working seminar with members sharing field notes and experiences from the field as well as offering advice and constructive criticism at various stages of the process. This course structure requires a high level of responsibility, respect, and risk-taking among all members.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	socratic discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Content	research methods
HGSE: Content	social contexts
HGSE: Pedagogy	research project
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop research questions
HGSE: Competencies	collect qualitative data
HGSE: Competencies	use qualitative-research software
HGSE: Content	ethnography
HGSE: Content	data analysis

Education S575Y Section: 01

Writing a Publishable Paper I (203684)

Heather Hill

2024 Spring (2 Credits) **Schedule:** F 0900 AM - 1145 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)
Full Year Course	Indivisible Course
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S582 Section: 1

Research Partnerships for Improving Education (223016)

Susan Dynarski

2023 Fall (2 Credits) **Schedule:** TR 0900 AM - 1015 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: Content	descriptive statistics
HGSE: Content	evaluation
HGSE: Competencies	build partnership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	understand data
HGSE: Content	program evaluation
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze student data
HGSE: Content	research methods
HGSE: Pedagogy	experiential learning
HGSE: Content	research ethics
HGSE: Content	partnerships
HGSE: Content	causal reasoning
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	readings
HGSE: Competencies	analyze quantitative data

Education S598 Section: 1

Design and Analysis of Field Experiments in Education (223015)

Susan Dynarski

2023 Fall (4 Credits) **Schedule:** TR 0900 AM - 1015 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: Content	data analysis
HGSE: Competencies	write a research proposal
HGSE: Competencies	build partnership
HGSE: Competencies	analyze quantitative data
HGSE: Content	descriptive statistics
HGSE: Content	evaluation
HGSE: Pedagogy	research project
HGSE: Pedagogy	experiential learning
HGSE: Content	program evaluation
HGSE: Competencies	apply economic concepts
HGSE: Content	research methods
HGSE: Content	causal reasoning
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	develop research questions
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze student data
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	research ethics
HGSE: Pedagogy	readings

Education S800 Section: 01

Ph.D. in Education Proseminar (180976)

Sarah Dryden-Peterson

2023 Fall (4 Credits) **Schedule:** MW 1000 AM - 1200 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

This intensive seminar enables first-year Ph.D. in Education students to describe, analyze, and assess key questions, texts, ideas, and intellectual approaches to classic and contemporary educational scholarship. The goal is to provide students an intellectual foundation for their own developing identities and work as researchers within the field of education. We will pay particular attention to the multidisciplinary nature of much educational research, how individual disciplines and theoretical traditions approach educational problems in complementary or contrasting ways, and how educational research functions (or fails to function) at the nexus of policy and practice. The course will also attend to the interaction of the normative and the empirical, bringing to the foreground the role of values in educational research. In addition to mastering a body of collective knowledge and skills, students will have opportunities to connect the intellectual lenses that have been introduced in the seminar to their more specific research questions, and to share their individual expertise with the larger group.

Permission of instructor required. Required for, and limited to, first year students enrolled in the Ph.D. in Education Program.

Additional Course Attributes:

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

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Education S801 Section: 01

Culture, Institutions, and Society Core Seminar (180977)

Irene Liefshitz

2024 Spring (4 Credits) **Schedule:** M 0130 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	develop research questions
HGSE: Competencies	write a research proposal
HGSE: Content	gender
HGSE: Content	immigration
HGSE: Competencies	analyze arguments
HGSE: Content	race/ethnicity
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
Blue Course Evaluations	ALL
HGSE: Content	culture
HGSE: Competencies	make a presentation
HGSE: Content	organizations
HGSE: Content	diversity equity inclusion

HGSE: Pedagogy	research project
HGSE: Pedagogy	reflective writing

Education S802 Section: 01

Human Development, Learning, and Teaching Core Seminar (180978)

Nonie Lesaux

2024 Spring (4 Credits) **Schedule:** T 1200 PM - 0230 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.

Class Notes: **This course will not hold a class meeting on Tuesday, January 23. The instructor will be in touch with students about plans for that week. Full class meetings will begin on Tuesday, January 30.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	debate
HGSE: Content	neuroscience
HGSE: Content	social development
HGSE: Content	emotional development
HGSE: Content	classroom instruction
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Content	motivation
HGSE: Content	adult development
HGSE: Competencies	engage in difficult conversations
HGSE: Content	metacognition
HGSE: Content	learning differences
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research article
HGSE: Competencies	collaborate

HGSE: Content	psychology
HGSE: Content	early childhood
HGSE: Pedagogy	online and blended learning
HGSE: Content	child development
HGSE: Content	learning and teaching
HGSE: Content	career development
Blue Course Evaluations	ALL
HGSE: Competencies	think strategically
HGSE: Content	language and literacy
HGSE: Content	developmental psychology
HGSE: Pedagogy	research project
HGSE: Competencies	develop research questions
HGSE: Competencies	write a research proposal
HGSE: Competencies	write a literature review
HGSE: Competencies	facilitate group process
HGSE: Competencies	analyze arguments
HGSE: Content	adolescent development
HGSE: Content	cognitive development
HGSE: Pedagogy	team-based learning

Education S804 Section: 01

Reading Time for Comprehensive Examination (180980)

Luke Miratrix

2024 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

2023 Fall (2 Credits) **Schedule:** T 0430 PM - 0715 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: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a survey instrument
HGSE: Content	foundational quantitative methods
HGSE: Competencies	collect quantitative data
Full Year Course	Indivisible Course

Education S806Y Section: 01

Proseminar: Partnership in Education Research (PIER) Fellowship (203672)

Thomas Kane

2024 Spring (2 Credits) **Schedule:** T 0430 PM - 0715 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: Competencies	collect quantitative data
HGSE: Content	value added
HGSE: Content	foundational quantitative methods
HGSE: Content	evaluation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	create data visualizations
HGSE: Competencies	write a research proposal
HGSE: Content	research ethics
HGSE: Content	data analysis
HGSE: Content	statistics
HGSE: Content	program evaluation
HGSE: Pedagogy	problem sets
HGSE: Content	testing
HGSE: Content	school reform
HGSE: Content	assessment
HGSE: Pedagogy	field-based project
HGSE: Competencies	analyze quantitative data

HGSE: Content	research methods
HGSE: Content	accountability
HGSE: Pedagogy	team-based learning
Full Year Course	Indivisible Course
HGSE: Competencies	make a presentation
HGSE: Pedagogy	research project

Education S815Y Section: 01

Doctoral Colloquium (213606)

Luke Miratrix

2023 Fall (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 also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from the instructor before enrolling.

Additional Course Attributes:

Attribute	Value(s)
Full Year Course	Indivisible Course
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S816Y Section: 01

Doctoral Colloquium (213607)

Luke Miratrix

2024 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: Competencies	develop research questions

HGSE: Pedagogy	guest speaker(s)
Course Evaluation	Course Evaluation Exempt
HGSE: Competencies	analyze arguments
HGSE: Content	research methods
HGSE: Pedagogy	lecture
HGSE: Content	data analysis
Full Year Course	Indivisible Course
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	evaluation

Education S997 Section: 01

Field Experience (180985)

Mary O'Neill

2024 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	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	decision-making
HGSE: Competencies	conduct an interview
HGSE: Content	organizations
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
HGSE: Content	career development
Course Evaluation	Course Evaluation Exempt
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	field-based visit(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

Education S997 Section: 01

Field Experience (180985)

Mary O'Neill

2024 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	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	organizations
HGSE: Competencies	conduct an interview
HGSE: Content	career development
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	decision-making
HGSE: Pedagogy	internship

Education S997 Section: 01

Field Experience (180985)

Mary O'Neill

2024 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	collaborate
HGSE: Competencies	conduct an interview
HGSE: Content	decision-making
HGSE: Content	career development
HGSE: Pedagogy	internship
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing

HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	field-based visit(s)
Course Evaluation	Course Evaluation Exempt
HGSE: Pedagogy	discussion sections
HGSE: Competencies	make a presentation
HGSE: Pedagogy	experiential learning

Education S997 Section: 01

Field Experience (180985)

Members of the Faculty

2023 Fall (2 Credits) **Schedule:** TBD

Instructor Permissions: None **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	internship
HGSE: Competencies	make a presentation
Course Evaluation	Course Evaluation Exempt
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collaborate
HGSE: Content	decision-making
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	organizations
HGSE: Content	career development
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion

Education S997 Section: 01

Field Experience (180985)

Members of the Faculty

2023 Fall (2 Credits) **Schedule:** TBD

Instructor Permissions: None **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	identify one's leadership strengths & limitations
HGSE: Content	organizations
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Limited Enrollment	LIMITED ENROLLMENT
Course Evaluation	Course Evaluation Exempt
HGSE: Content	career development
HGSE: Content	decision-making
HGSE: Pedagogy	discussion sections
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	internship
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based visit(s)
All: Cross Reg Availability	Not Available for Cross Registration

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Education S997 Section: 01

Field Experience (180985)

Members of the Faculty

2023 Fall (2 Credits) **Schedule:** TBD

Instructor Permissions: None **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	make a presentation
HGSE: Content	decision-making
Course Evaluation	Course Evaluation Exempt
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	conduct an interview
HGSE: Content	career development
HGSE: Pedagogy	reflective writing

HGSE: Content	organizations
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
HGSE: Pedagogy	experiential learning

Education S998 Section: 01

EdLD Leadership Field Seminar (222001)

Mary O'Neill

2024 Spring (4 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.

Additional Course Attributes:

Attribute	Value(s)
Course Evaluation	Course Evaluation Exempt

Education S998 Section: 1

EdLD Leadership Field Seminar (222001)

Mary O'Neill

2023 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.

Additional Course Attributes:

Attribute	Value(s)
Course Evaluation	Course Evaluation Exempt

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2024 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.

Additional Course Attributes:

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

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2024 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.

Additional Course Attributes:

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

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2024 Spring (2 Credits) **Schedule:** TBD

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
Course Evaluation	Course Evaluation Exempt

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2023 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)
Course Evaluation	Course Evaluation Exempt
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2023 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)
Course Evaluation	Course Evaluation Exempt
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education T002 Section: 01

Critical Race Theory in Education (180988)

Daren Graves

Kimberly Truong

2023 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 Native Indians, and the use of CRT to examine Whiteness. Students will also investigate issues of epistemology and research methodology in CRT, which will ultimately be useful as they then examine the experiences of students of color in the K-12 and higher education realms through a CRT lens, and the potential uses of CRT in research, teacher education, and the teaching and learning process writ large.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	race/ethnicity
HGSE: Pedagogy	lecture
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	research project
HGSE: Competencies	E&O Electives

Education T004 Section: 1

Ethnic Studies and Education (180989)

Christina Villarreal

2023 Fall (4 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

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 begins with a body-centered, analytic examination of key events in early U.S. History through a humanizing and comparative lens, followed by analyses of various curricular and pedagogical enactments of Ethnic Studies in schools, and ends with exploring healing centered engagement through Ethnic Studies as a praxis of possibility. Topics will include, but are not limited to: race, racism, ethnicity, migration, labor, imperialism, social movements, intergenerational racial trauma, white supremacy, power, agency, liberation, intersectionality, community action, healing centered engagement, solidarity, and social change. We will focus on applications of Ethnic Studies in various educational contexts as the practice of humanization and liberation. This course is designed to be both an individual and collective journey that challenges each of us to critically reflect upon and grow in our work as educational practitioners, scholars, and activists. Students will pursue personally and professionally resonant final projects as a culminating exercise in process over product by applying the lens of Ethnic Studies to develop resources for the educational spaces and communities in which they work.
Enrollment is limited. Enrollment instructions will be posted on the course website.

Additional Course Attributes:

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

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Education T004 Section: 2

Ethnic Studies and Education (180989)

Christina Villarreal

2023 Fall (4 Credits) **Schedule:** R 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

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 begins with a body-centered, analytic examination of key events in early U.S. History through a humanizing and comparative lens, followed by analyses of various curricular and pedagogical enactments of Ethnic Studies in schools, and ends with exploring healing centered engagement through Ethnic Studies as a praxis of possibility. Topics will include, but are not limited to: race, racism, ethnicity, migration, labor, imperialism, social movements, intergenerational racial trauma, white supremacy, power, agency, liberation, intersectionality, community action, healing centered engagement, solidarity, and social change. We will focus on applications of Ethnic Studies in various educational contexts as the practice of humanization and liberation. This course is designed to be both an individual and collective journey that challenges each of us to critically reflect upon and grow in our work as educational practitioners, scholars, and activists. Students will pursue personally and professionally resonant final projects as a culminating exercise in process over product by applying the lens of Ethnic Studies to develop resources for the educational spaces and communities in which they work.
Enrollment is limited. Enrollment instructions will be posted on the course website.

Additional Course Attributes:

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

Education T006 Section: 01

Adult Development (180993)

Deborah Helsing

2023 Fall (4 Credits) **Schedule:** M 1000 AM - 1150 AM

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

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.
Students are expected to attend the class meeting on Mondays, 10-11:50 am ET and one 75-minute smaller discussion section a week. The meeting days and times of the smaller discussion sections will be determined after the start of the course in an effort to accommodate students' schedules.
Required for Ed.M. students in the Language and Literacy Program's Literacy Coach Strand. No prerequisites; no prior background in psychology is necessary.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	reflective writing
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	leadership
HGSE: Content	developmental psychology
HGSE: Pedagogy	discussion sections
HGSE: Content	coaching
HGSE: Content	adult development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	multimedia texts

Education T010I Section: 01

Education in Carceral Spaces (218698)

Kaia Stern

2024 Spring (2 Credits) **Schedule:** MTWRF 0900 AM - 1200 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

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 held in virtual conversation with students and leaders who are currently and formerly incarcerated. Our plan is to zoom into a classroom in a jail/prison to listen and learn from 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 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 enrollment is limited and by application only.

Class Notes: **Please note: This class has been moved to be offered online. This course is only available to students in the residential Ed.M. Program.**

Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu.

https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Not Available for Cross Registration

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Education T010I Section: 1

Education in Carceral Spaces (218698)

Kaia Stern

2024 Spring (4 Credits) **Schedule:** R 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

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 held in virtual conversation with students and leaders who are currently and formerly incarcerated. Our plan is to zoom into a classroom in a jail/prison to listen and learn from 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 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 enrollment is limited and by application only.

Class Notes: **Please note: This class has been moved to be offered online. This course is only available to students in the residential HGSE students.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives

All: Cross Reg Availability	Not Available for Cross Registration

Education T010Q Section: 91

Visible Thinking: Research and Practice (216789)

Tina Blythe

2024 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Content	instructional design
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Have You Considered	Have you Considered?
HGSE: Competencies	improve teaching practice
HGSE: Competencies	facilitate group process
HGSE: Content	curriculum development
HGSE: Content	professional development
HGSE: Competencies	practice equity and inclusion
HGSE: Content	assessment
HGSE: Competencies	collaborate
Blue Course Evaluations	ALL
HGSE: Content	data analysis
HGSE: Content	metacognition
HGSE: Competencies	deliver instruction
HGSE: Content	teaching for understanding
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	readings

Education T010R Section: 01

A Pedagogy of Listening: Exploring the Reggio Emilia Approach and Other Learner-Centered Practices (216790)

Tina Blythe

2024 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Content	pedagogy
HGSE: Competencies	engage in difficult conversations
HGSE: Content	professional development
HGSE: Competencies	collaborate
HGSE: Content	metacognition
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	readings
HGSE: Content	curriculum development
HGSE: Competencies	improve teaching practice
HGSE: Content	teaching for understanding
HGSE: Pedagogy	reflective writing
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	experiential learning
HGSE: Competencies	understand data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Competencies	facilitate group process
HGSE: Content	learning and teaching

Education T011 Section: 01

Helping Others to Make Transformational Change: The Immunity-to-Change Approach (218672)

Deborah Helsing

2024 Spring (4 Credits) **Schedule:** M 1000 AM - 1150 AM

Instructor Permissions: Instructor **Enrollment Cap:** 30

This course focuses on supporting the use of the Immunity-to-Change (ITC) approach, a set of tools designed by Robert Kegan and Lisa Lahey to support personal and professional development as well as psychological transformation. Participants will apply the tools to their own growth aspirations and 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 integrate this approach flexibly into their professional roles (e.g., leadership, teaching, coaching, consulting, counseling, therapy). We will also explore the connections between the ITC approach and its theoretical base, Kegan's theory of adult development.
Permission of instructor required. Preference is given to students with prior or concurrent coursework in adult development or its equivalent (e.g., T-006, enrollment in the Ed.L.D. program, etc.). Please petition for enrollment in the My.Harvard system.. Enrollment is limited to 30. No auditors.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	adult development
HGSE: Competencies	assess cognitive challenges
HGSE: Content	cognitive development
HGSE: Content	social development
HGSE: Competencies	understand data
HGSE: Content	relationships
HGSE: Content	developmental psychology
HGSE: Content	coaching
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	psychology
HGSE: Content	metacognition
HGSE: Content	emotional development
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	ALL
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	professional development
HGSE: Content	mindfulness

Education T022 Section: 1

How the Future of Work is Shaping the Future of Education (214445)

Peter Blair

2024 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 T112A Section: 01

TTL PCE: Improving Teaching through Observation, Analysis, and Critical Reflection (220839)

Sarah Fiarman

Heather Hill

2023 Fall (2 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

In Improving Teaching through Observation, Analysis, and Critical Reflection, the practice-based Program Core Experience course, Teaching and Leading students (TLs) and Teacher Candidates (TCs) come together to build a shared vision of what it means to advance student learning through joyful, equitable, rigorous, and empowering learning experiences. Anchored in the TTL program indicators of quality instruction and a practice of critical reflection, TCs and TLs will describe, analyze, and elevate instruction using video and live simulation. We will also build our professional learning community across the TTL cohort through small and large group sessions, as well as cohort-wide celebrations. The PCE is a 4-credit yearlong course (2 credits in the fall - T112A, 2 credits in the spring - T112B) and will meet every other week; the course is only open to TTL students.

Class Notes: **Course will meet every other Tuesday starting on 9/12/23.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	collaborate
HGSE: Content	research methods

Education T112B Section: 01

TTL PCE: Improving Teaching through Observation, Analysis, and Critical Reflection (220840)

Sarah Fiarman

2024 Spring (2 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

In Improving Teaching through Observation, Analysis, and Critical Reflection, the practice-based Program Core Experience course, Teaching and Leading students (TLs) and Teacher Candidates (TCs) come together to build a shared vision of what it means to advance student learning through joyful, equitable, rigorous, and empowering learning experiences. Anchored in the TTL program indicators of quality instruction and a practice of critical reflection, TCs and TLs will describe, analyze, and elevate instruction using video and live simulation. We will also build our professional learning community across the TTL cohort through small and large group sessions, as well as cohort-wide celebrations. The PCE is a 4-credit yearlong course (2 credits in the fall - T112A, 2 credits in the spring - T112B) and will meet every other week; the course is only open to TTL students.

Class Notes: **Course will meet every other Tuesday starting on 1/30/24.**

Additional Course Attributes:

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

HGSE: Pedagogy	discussion sections
HGSE: Competencies	collaborate
Blue Course Evaluations	ALL

Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2024 Spring (4 Credits) **Schedule:** T 0130 PM - 0250 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.**

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	innovation
HGSE: Content	classroom instruction
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	online and blended learning
HGSE: Content	pedagogy
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	design thinking
HGSE: Competencies	collaborate
HGSE: Competencies	design an intervention
HGSE: Content	instructional design
HGSE: Content	higher education
HGSE: Pedagogy	project-based learning
HGSE: Content	technology
Blue Course Evaluations	ALL
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	design a lesson
HGSE: Content	learning and teaching
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2023 Fall (4 Credits) **Schedule:** T 0130 PM - 0250 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.**

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	higher education
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	pedagogy
HGSE: Content	technology
HGSE: Competencies	design a lesson
HGSE: Content	learning and teaching
HGSE: Content	classroom instruction
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	instructional design
HGSE: Content	innovation
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	design an intervention
HGSE: Pedagogy	project-based learning

Education T202 Section: 01

Foundations of Schooling and Teaching (181061)

Beth Simpson

2024 Spring (4 Credits) **Schedule:** T 1200 PM - 0245 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

The purpose of this course is to engage in an in depth investigation of the work of teaching. The course is designed for students who intend to enter the profession of teaching for the first time. Specifically, students will look at teachers' work in relation to students, the curriculum, and the school and the policy settings in which they are situated. This course strikes a balance between understanding focal topics from a theoretical and empirical perspective and investigating them from a practical, more hands on approach. The latter is achieved through the frequent use of case studies, videos of teaching practice, and reference to students' experiences in classroom settings.

Permission of instructor required. Enrollment for this course may be limited. Preference given to undergraduate students currently pursuing a secondary in Educational Studies or intending to pursue a secondary in Educational Studies. Open to Ed.M. students. Enrollment procedure will be posted on the course website

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	improve teaching practice
HGSE: Content	social justice
HGSE: Content	gender
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Competencies	manage classroom
HGSE: Content	disability/ableism
HGSE: Content	assessment
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Content	teacher preparation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop curriculum
HGSE: Content	pedagogy
HGSE: Pedagogy	case-method learning
HGSE: Competencies	write a case study
HGSE: Content	student achievement
HGSE: Content	learning and teaching
HGSE: Content	diversity equity inclusion
HGSE: Content	learning differences
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	simulation/role play

Education T210M Section: 02

Writing Workshop (181086)

Nancy Sommers

2024 Spring (2 Credits) **Schedule:** MTWR 0100 PM - 0330 PM

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

This course is designed for students who want to write more powerful, compelling, and thoughtful essays. Through drafting, revising, and examining responses to their own written work, students will learn how to

persuade, inform, and delight readers. The best of today's essayists and bloggers draw on a long tradition of essay writing, and this course will provide multiple opportunities to explore the lyrical and analytical features of classic and contemporary essays. We'll study the means by which essays and essayists insinuate themselves into our lives as readers and writers. Students will write each day and will participate in small groups and workshops to discuss their writing.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	language and literacy
HGSE: Content	reading
HGSE: Pedagogy	reflective writing
HGSE: AAR Attributes	May Term course
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Competencies	analyze arguments
HGSE: Content	values
HGSE: Content	arts
HGSE: Content	identity

Education T210Z1 Section: 01

Supporting English Language Learners in the Classroom (181103)

Linda Andreev

2024 Spring (2 Credits) **Schedule:** M 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: Competencies	deliver instruction
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Content	classroom instruction
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	build partnership
HGSE: Competencies	think strategically
HGSE: Content	curriculum development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Content	learning and teaching
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	develop curriculum
HGSE: Content	learning differences

HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Competencies	design a lesson
HGSE: Content	pedagogy

Education T217 Section: 01

Designing K–12 Computer Science Learning Experiences (181119)

Karen Brennan

2024 Spring (4 Credits) **Schedule:** W 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 10

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. To participate in T217, please apply by Thursday, January 18 at 5pm to be considered. Application is available on the course website.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE Cross-Listed Course	HGSE Cross-Listed Course

Education T230A Section: 1

Fieldwork Seminar 2 and Residency Practicum (222995)

Noah Heller

2023 Fall (4 Credits) **Schedule:** T 0430 PM - 0730 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

Fieldwork Seminar 2 & Residency Practicum is a 4-credit course for Teacher Residents. This course is a continuation of the Spring Residency Experience, and will incorporate opportunities to process and learn from the residency experience. Throughout this seminar, teacher residents will engage in deep reflection, discussions, and activities to address the essential question: "How can we, as teachers, contribute to improving our current education system by planning and executing instruction that supports our most marginalized students?" Drawing from the insights gained during their residency, participants will analyze

the diverse needs and experiences of marginalized students, including those from low-income backgrounds, racial and ethnic minorities, students with disabilities, English language learners, and LGBTQ+ students.

Class Notes: **Course will meet every other Tuesday.**

Additional Course Attributes:

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

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Education T230B Section: 1

Fieldwork Seminar 3 and Residency Advanced Practicum (223034)

Noah Heller

2024 Spring (4 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

Fieldwork Seminar 3 & Residency Practicum is a 4-credit course for Teacher Residents. This course is a continuation of the Fieldwork Seminar and Residency experience and will further provide opportunities to analyze and process the residency experience. Throughout the seminar, teacher residents will engage in deep reflection, discussion, and activities to address the essential question: "How can we measure and improve our impact on student learning?" The course will guide Teacher Residents through a process to create and implement an intervention that addresses a challenge that presents as a barrier to student learning and engagement. The seminar will ask Teacher Residents to share methods, get focused feedback, analyze data, and implement strategies in their classroom.

Additional Course Attributes:

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

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Education T232 Section: 01

Teaching Students Identified with (Dis)abilities in Inclusive Classrooms (203567)

Ebony Perouse-Harvey

2023 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.

Additional Course Attributes:

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

Education T232A Section: 1

Fieldwork Seminar 2 & Internship Pre-Practicum (222996)

Rosette Cirillo

2023 Fall (4 Credits) **Schedule:** T 0430 PM - 0730 PM

Instructor Permissions: None **Enrollment Cap:** 30

Fieldwork Seminar 2 & Internship PrePracticum is a 4-credit course for Teacher Interns. This course is designed to provide Teacher Interns with opportunities to process and learn from their field-based experience as well as provide tools and insights to grow their practice. The course is framed around 7 core tasks: (1) Observing high leverage teaching practices; (2) Getting to know a student through shadowing and conferencing; (3) Learning from student work; (4) Engaging with families; (5) Participating in purposeful meetings with their mentor; (6) Grading; (7) Reflecting on their practice and the 21 TTL Indicators of Effective Teaching. Drawing from the insights gained during their internship, participants will analyze the diverse needs and experiences of marginalized students, including those from low-income backgrounds, racial and ethnic minorities, students with disabilities, English language learners, and LGBTQ+ students.

Class Notes: **Course will meet every other Tuesday.**

Additional Course Attributes:

Attribute	Value(s)

Education T232A Section: 2

Fieldwork Seminar 2 & Internship Pre-Practicum (222996)

Pascha Griffiths

2023 Fall (4 Credits) **Schedule:** T 0430 PM - 0730 PM

Instructor Permissions: None **Enrollment Cap:** 30

Fieldwork Seminar 2 & Internship PrePracticum is a 4-credit course for Teacher Interns. This course is designed to provide Teacher Interns with opportunities to process and learn from their field-based experience as well as provide tools and insights to grow their practice. The course is framed around 7 core tasks: (1) Observing high leverage teaching practices; (2) Getting to know a student through shadowing and conferencing; (3) Learning from student work; (4) Engaging with families; (5) Participating in purposeful meetings with their mentor; (6) Grading; (7) Reflecting on their practice and the 21 TTL Indicators of Effective Teaching. Drawing from the insights gained during their internship, participants will analyze the diverse needs and experiences of marginalized students, including those from low-income backgrounds, racial and ethnic minorities, students with disabilities, English language learners, and LGBTQ+ students.

Additional Course Attributes:

Attribute	Value(s)

Education T232A Section: 3

Fieldwork Seminar 2 & Internship Pre-Practicum (222996)

Xi "CiCi" Yu

2023 Fall (4 Credits) **Schedule:** T 0430 PM - 0730 PM

Instructor Permissions: None **Enrollment Cap:** 30

Fieldwork Seminar 2 & Internship PrePracticum is a 4-credit course for Teacher Interns. This course is designed to provide Teacher Interns with opportunities to process and learn from their field-based experience as well as provide tools and insights to grow their practice. The course is framed around 7 core tasks: (1) Observing high leverage teaching practices; (2) Getting to know a student through shadowing and conferencing; (3) Learning from student work; (4) Engaging with families; (5) Participating in purposeful meetings with their mentor; (6) Grading; (7) Reflecting on their practice and the 21 TTL Indicators of Effective Teaching. Drawing from the insights gained during their internship, participants will analyze the diverse needs and experiences of marginalized students, including those from low-income backgrounds, racial and ethnic minorities, students with disabilities, English language learners, and LGBTQ+ students.

Additional Course Attributes:

Attribute	Value(s)

Education T232B Section: 1

Fieldwork Seminar 3 and Internship Practicum (223035)

Rosette Cirillo

2024 Spring (4 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** n/a

Fieldwork Seminar 3 & Internship Practicum is a 4-credit course for Teacher Interns. This course is a continuation of the Fieldwork Seminar 2 & Internship PrePracticum, and will incorporate opportunities to process and learn from the internship experience. Throughout this seminar, teacher interns will engage in deep reflection, discussions, and activities to address the essential question: "How can we, as teachers, contribute to improving our current education system by planning and executing instruction that supports our most marginalized students?" Drawing from the insights gained during their prepracticum, participants will analyze the diverse needs and experiences of marginalized students, including those from low-income backgrounds, racial and ethnic minorities, students with disabilities, English language learners, and LGBTQ+ students.

Additional Course Attributes:

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

Education T232B Section: 2

Fieldwork Seminar 3 and Internship Practicum (223035)

Pascha Griffiths

2024 Spring (4 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

Fieldwork Seminar 3 & Internship Practicum is a 4-credit course for Teacher Interns. This course is a continuation of the Fieldwork Seminar 2 & Internship PrePracticum, and will incorporate opportunities to process and learn from the internship experience. Throughout this seminar, teacher interns will engage in deep reflection, discussions, and activities to address the essential question: "How can we, as teachers, contribute to improving our current education system by planning and executing instruction that supports our most marginalized students?" Drawing from the insights gained during their prepracticum, participants will analyze the diverse needs and experiences of marginalized students, including those from low-income backgrounds, racial and ethnic minorities, students with disabilities, English language learners, and LGBTQ+ students.

Additional Course Attributes:

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

Education T232B Section: 3

Fieldwork Seminar 3 and Internship Practicum (223035)

Xi "CiCi" Yu

2024 Spring (4 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

Fieldwork Seminar 3 & Internship Practicum is a 4-credit course for Teacher Interns. This course is a continuation of the Fieldwork Seminar 2 & Internship PrePracticum, and will incorporate opportunities to process and learn from the internship experience. Throughout this seminar, teacher interns will engage in deep reflection, discussions, and activities to address the essential question: "How can we, as teachers, contribute to improving our current education system by planning and executing instruction that supports our most marginalized students?" Drawing from the insights gained during their prepracticum, participants will analyze the diverse needs and experiences of marginalized students, including those from low-income backgrounds, racial and ethnic minorities, students with disabilities, English language learners, and LGBTQ+ students.

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

2024 Spring (4 Credits) **Schedule:** T 1030 AM - 1230 PM

Instructor Permissions: Instructor **Enrollment Cap:** 24

***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.

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 1/10. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 1/17. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	design thinking
HGSE Cross-Listed Course	HGSE Cross-Listed Course
HGSE: Content	advocacy
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	out-of-school time
HGSE: Content	classroom instruction
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	make a presentation
HGSE: Competencies	assess cognitive challenges
HGSE: Pedagogy	small-group discussion
HGSE: Content	child development
HGSE: Content	universal design for learning
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	make policy recommendations
HGSE: Content	teacher preparation

HGSE: Pedagogy	field-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	synthesize readings
HGSE: Content	disability/ableism
HGSE: Content	learning differences
HGSE: Pedagogy	online and blended learning
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	community
HGSE: Content	assessment
HGSE: Content	cognitive development

Education T262A Section: 01

Methods 1a, ELA (220462)

Rosette Cirillo

2023 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

Class Notes: **June: Mon and Weds, 5-7pm, online July: Mon and Weds, 1:30-4pm, in-person**

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education T262B Section: 01

Methods 1b, ELA (220463)

Rosette Cirillo

2023 Fall (4 Credits)

Schedule: MW 0500 PM - 0559 PM
MW 0130 PM - 0400 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)
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education T262C Section: 01

Methods 2: ELA (220825)

Rosette Cirillo

2023 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: 2

Methods 3: ELA (220833)

Rosette Cirillo

2024 Spring (2 Credits) **Schedule:** W 0430 PM - 0700 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 T264A Section: 01

Methods 1a, History (220464)

Eric Soto-Shed

2023 Summer (0 Credits) **Schedule:** MW 0500 PM - 0700 PM
MW 0130 PM - 0400 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

Class Notes: **June: Mon and Weds, 5-7pm, online July: Mon and Weds, 1:30-4pm, in-person**

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education T264B Section: 01

Methods 1b, History (220465)

Eric Soto-Shed

2023 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

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Evaluation	Course Evaluation Exempt
Course Search Attributes	Display Only in Course Search

Education T264C Section: 01

Methods 2: History (216705)

Cristina Tobar

2023 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: 2

Methods 3: History (223818)

Cristina Tobar

2024 Spring (2 Credits) **Schedule:** W 0430 PM - 0700 PM

Instructor Permissions: None **Enrollment Cap:** 30

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 1a, Math (220458)

Noah Heller

2023 Summer (0 Credits) **Schedule:** MW 0500 PM - 0700 PM
MW 0130 PM - 0400 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

Class Notes: **June: Mon and Weds, 5-7pm, online**
July: Mon and Weds, 1:30-4pm, in-person

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education T266B Section: 01

Methods 1b, Math (220459)

Noah Heller

2023 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

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Not Available for Cross Registration

Education T266C Section: 01

Methods 2: Math (220827)

Noah Heller

2023 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 T266D Section: 2

Methods 3: Math (220835)

Noah Heller

2024 Spring (2 Credits) **Schedule:** W 0430 PM - 0700 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 T268A Section: 01

Methods 1a, Science (220460)

Victor Pereira

2023 Summer (0 Credits) **Schedule:** MW 0500 PM - 0700 PM
MW 0130 PM - 0400 PM

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: **June: Mon and Weds, 5-7pm, online**
July: Mon and Weds, 1:30-4pm, in-person

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration

Education T268B Section: 01

Methods 1b, Science (220461)

Victor Pereira

2023 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.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Course Evaluation	Course Evaluation Exempt
Course Search Attributes	Display Only in Course Search

Education T268C Section: 01

Methods 2: Science (220826)

Victor Pereira

2023 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)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	action research
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	field-based learning

Education T268D Section: 2

Methods 3: Science (220834)

Victor Pereira

2024 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)
HGSE: Content	instructional design
HGSE: Competencies	design a lesson
All: Cross Reg Availability	Not Available for Cross Registration

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Education T271A Section: 01

Fieldwork Seminar 1a & Field Experience (ELA) (220470)

Rosette Cirillo

2023 Summer (0 Credits) **Schedule:** MW 0500 PM - 0700 PM
MW 0130 PM - 0400 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.

Class Notes: **June: Mon and Weds, 5-7pm, online**
July: Mon and Weds, 1:30-4pm, in-person

Additional Course Attributes:

Attribute	Value(s)
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Not Available for Cross Registration
Course Search Attributes	Display Only in Course Search

Education T271B Section: 01

Fieldwork Seminar 1b & Field Experience (ELA) (220471)

Rosette Cirillo

2023 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 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
Course Evaluation	Course Evaluation Exempt
Course Search Attributes	Display Only in Course Search

Education T273A Section: 01

Fieldwork Seminar 1a & Field Experience (History) (220472)

Eric Soto-Shed

2023 Summer (0 Credits) **Schedule:** MW 0500 PM - 0700 PM
MW 0130 PM - 0400 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 History. 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)
Course Search Attributes	Display Only in Course Search
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Not Available for Cross Registration

Education T273B Section: 01

Fieldwork Seminar 1b & Field Experience (History) (220473)

Eric Soto-Shed

2023 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 History. 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)
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration
Course Evaluation	Course Evaluation Exempt

Education T275A Section: 01

Fieldwork Seminar 1a & Field Experience (Math) (220466)

Noah Heller

2023 Summer (0 Credits) **Schedule:** MW 0500 PM - 0700 PM
MW 0130 PM - 0400 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 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: **June: Mon and Weds, 5-7pm, online**
July: Mon and Weds, 1:30-4pm, in-person

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
All: Cross Reg Availability	Not Available for Cross Registration
Course Evaluation	Course Evaluation Exempt

Education T275B Section: 01

Fieldwork Seminar 1b & Field Experience (Math) (220467)

Noah Heller

2023 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.

Additional Course Attributes:

Attribute	Value(s)
Course Search Attributes	Display Only in Course Search
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Not Available for Cross Registration

Education T277A Section: 01

Fieldwork 1a: Science (220468)

Victor Pereira

2023 Summer (4 Credits) **Schedule:** MW 0500 PM - 0700 PM
MW 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)
Course Search Attributes	Display Only in Course Search
Course Evaluation	Course Evaluation Exempt
All: Cross Reg Availability	Not Available for Cross Registration

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Education T277B Section: 01

Fieldwork 1b: Science (220469)

Victor Pereira

2023 Fall (4 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
Course Search Attributes	Display Only in Course Search
Course Evaluation	Course Evaluation Exempt

Education T331Y Section: 01

School Instructional Leadership: Seminar and Practicum (223116)

Drew Echelson

2023 Fall (4 Credits) **Schedule:** R 0430 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)
Full Year Course	Indivisible Course
All: Cross Reg Availability	Not Available for Cross Registration

Education T332Y Section: 01

School Instructional Leadership: Seminar and Practicum (223871)

Drew Echelson

2024 Spring (4 Credits) **Schedule:** R 0430 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

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Education T392A Section: 1

Instructional Leadership (222997)

Sarah Fiarman

2023 Fall (2 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

What is good teaching? What supports good teaching? In this course, we begin by asking what K-12 students need to learn and then explore what educators can do to meet that goal. We examine the conditions that support good teaching and then consider the strengths and weaknesses of common strategies for improving instruction including coaching, collaborative learning practices, analyzing data, and curriculum as professional development. We pay attention to the ways various strategies can reinforce or disrupt inequities in student achievement and classroom power. As a methods course, Instructional Leadership supports practitioners who will return to schools to apply what they've learned.

Classes are designed with activities to practice skills such as: regular analysis of teaching (through video), small group work to align on quality, simulations of various improvement practices, and a requirement to observe teaching at least once each semester in a school.

Instructional Leadership (T392A and T392B) is a 4-credit, year-long course (2 credits in the fall, 2 credits in the spring), with the option of taking the course for the fall semester only. In order to enroll in the spring module, students must have successfully completed the fall semester course. The course is open to all HGSE students and is strongly recommended for students enrolled in the Teaching and Leading strand of the Teaching and Teacher Leadership program. Limited enrollment.

Class Notes: **Course will meet every other Tuesday starting on 9/5.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	improve teaching practice
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Content	learning and teaching

Education T392B Section: 1

Instructional Leadership (223104)

Sarah Fiarman

2024 Spring (2 Credits) **Schedule:** T 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

What is good teaching? What supports good teaching? In this course, we begin by asking what K-12 students need to learn and then explore what educators can do to meet that goal. We examine the conditions that support good teaching and then consider the strengths and weaknesses of common strategies for improving instruction including coaching, collaborative learning practices, analyzing data, and curriculum as professional development. We pay attention to the ways various strategies can reinforce or disrupt inequities in student achievement and classroom power. As a methods course, Instructional Leadership supports practitioners who will return to schools to apply what they've learned. Classes are designed with activities to practice skills such as: regular analysis of teaching (through video), small group work to align on quality, simulations of various improvement practices, and a requirement to observe teaching at least once each semester in a school.

Instructional Leadership (T392A and T392B) is a 4-credit, year-long course (2 credits in the fall, 2 credits in the spring), with the option of taking the course for the fall semester only. In order to enroll in the spring module, students must have successfully completed the fall semester course. The course is open to all HGSE students and is strongly recommended for students enrolled in the Teaching and Leading strand of the Teaching and Teacher Leadership program. Limited enrollment.

Class Notes: **Class will meet every other Tuesday starting on 1/23.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Competencies	improve teaching practice
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning

Education T402 Section: 01

Group Learning (181172)

Daniel Wilson

2023 Fall (4 Credits) **Schedule:** F 0130 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** 35

Learning in groups is an essential component of school life for students, teachers and administrators. One needs to look no farther than contemporary emphasis on cooperative learning, teacher teams and collaborative leadership models. However socially appealing these labels seem, the unfortunate fact remains that groups are often a frustrating and ineffective learning experience for many of their members. Very few groups do well in sharing ideas, making decisions and building new knowledge. Even fewer are able to break from routine behaviors and craft new practices. Why is this and how can those who lead learning environments create the conditions to better support group learning? This course will familiarize participants with key research findings on the nature of group learning and offers several occasions for participants to apply the concepts in practice by designing and observing group learning experiences. The course will examine and compare seminal lessons culled from the classroom literature (e.g., research on cooperative learning, peer-to-peer teaching, etc.), teacher and leader development (research on team teaching, communities of practice, etc.), and the wider field of team learning and performance (e.g., concepts such as psychological safety, conflict resolution in groups, social facilitation, etc.). Each week will focus on written and video examples of students learning in groups, teachers collaborating in teams, or school administrators learning together. To illuminate themes of group learning, other contexts will also be examined such as hospital teams, military units, orchestras, and athletic teams. Participants will apply the course concepts by writing two analytic papers that document and closely critique group learning in action. In sum, students will build an awareness of key insights so they can better diagnosis and support team learning in a variety of contexts.

Permission of instructor required. Enrollment is limited to 35. Ed.M. students in the Learning and Teaching Program given preference. Students from other programs and schools are welcome. Enrollment procedure will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teams
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	group dynamics
HGSE: Pedagogy	team-based learning
HGSE: Competencies	facilitate group process
HGSE: Content	psychology
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	collaborate
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a case study
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	experiential learning

Education T406 Section: 01

Educating Incarcerated Youth: Practice, Research, Policy, and Advocacy (213479)

Lynette Tannis

2023 Fall (4 Credits) **Schedule:** W 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 16

***Lottery-Based Enrollment* Our nation's incarcerated youth 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 500,000 cases are heard throughout our nation's juvenile courts. Depending on the nature of the offense, some children are automatically transferred to an adult court and serve their time in adult facilities. With this system in place, annually, more than a 100,000 children are incarcerated in juvenile and adult facilities throughout the United States. Due to a primary institutional focus on safety and security, children who need education as a means to lead productive lives and to positively contribute to society often receive little exposure to high-quality educational programs. What must we do to ensure the opportunity gap these children face does not continue to persist? The premise of this course is that 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 engage with juvenile justice educators and juvenile justice experts, will participate in a field visit to a juvenile justice facility, and reflect on effective practices for the education of 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).**

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	develop research questions
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	synthesize readings
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	readings
HGSE: Content	advocacy
HGSE: Content	law
HGSE: Content	classroom instruction
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	policy
HGSE: Content	race/ethnicity
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	research project
HGSE: Competencies	write a policy memo
HGSE: Content	lgbtq

HGSE: Content	innovation
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	mental health
HGSE: Competencies	write a research/analytic paper
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	lecture
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	make policy recommendations
HGSE: Competencies	conduct an interview
HGSE: Content	system-level leadership
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T408 Section: 01

Evaluating Impact at Scale Through Equity, Evidence, and Ecosystem (220679)

David Dockterman

2023 Fall (4 Credits) **Schedule:** WR 1200 PM - 0115 PM

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

***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 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.

Class Notes: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	readings
HGSE: Content	innovation
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	think strategically
HGSE: Competencies	synthesize readings
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	case-method learning
HGSE: Competencies	understand data

HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	write a case study
HGSE: Competencies	analyze arguments
HGSE: Content	scaling
HGSE: Content	entrepreneurship
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	social justice
HGSE: Content	fundraising

Education T410D Section: 1

Toward Healing Centered Engagement in Classrooms, Schools, and Communities (215777)

Christina Villarreal

2024 Spring (2 Credits) **Schedule:** MWRF 0100 PM - 0530 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

How might we take an asset-driven approach to addressing and transforming the root causes of oppression, trauma, and harm within educational institutions? What individual and collective actions are necessary to restore ourselves, our communities, and the institutions that we work within to an authentic state of well-being, possibility, and liberation? Efforts to promote personal and collective liberation require a self-conscious process that allow individuals to challenge personal and structural barriers by drawing upon the strengths of one's history, relationships, and cultural connections. This course will provide students with an opportunity to learn about healing centered engagement (Ginwright, 2015; Ginwright, 2018); and actively engage in activities based on the five principles of radical healing: Culture, Agency, Relationships, Meaning, and Aspirations. Some of the topics we will explore include: intergenerational trauma, white-body supremacy, social toxicity, structural violence, radical love, mental and spiritual health, and collective care. We will develop strategies toward healing from intersecting forms of oppression, as we work toward building healthy outcomes for ourselves and the young people that we seek to serve. ***Permission of instructor required. Enrollment limited to 30. Enrollment procedure to be posted to course website.***

Class Notes: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

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

Education T411D Section: 01

Ethnic Studies and Instructional Leadership (222013)

Christina Villarreal

2024 Spring (2 Credits) **Schedule:** R 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

In what ways have your own lessons and experiences in learning about the impacts of settler colonialism, white supremacy, racism, racialized trauma, and the various levels of oppression in curriculum, classrooms, and schools informed your ideas and approaches to developing and leading curricular and pedagogical practices that are rooted in humanization, solidarity, and love? The rigorous task of developing and enacting curricula and pedagogy through the lens of Ethnic Studies requires each of us to critically reflect upon our dominant and counter sources of knowledge and what it means to authentically exercise solidarity in ways that actively interrupt oppression and humanize all participants in classrooms, schools, and communities. As such, this course aims to extend the learning from T004: Ethnic Studies and Education and T410D: Toward Healing Centered Engagement with a focus on analyzing curricular and pedagogical enactments of Ethnic Studies as we work to further develop educational resources and practices that are accessible, relevant, and responsive to the communities we seek to serve. This class is limited to students who have previously taken either T004, T410D, or other pre-requisite course(s) approved by the instructor.

Additional Course Attributes:

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

Education T412 Section: 01

Learning in the Museum: Pedagogies in Practice (220689)

Jen Thum

2024 Spring (4 Credits) **Schedule:** R 0130 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** 27

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. history and science museums); active discussions; group work to design hypothetical learning experiences; and presentations. 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	community
HGSE: Content	museums
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Competencies	design a lesson
HGSE: Content	arts
HGSE: Content	instructional design
HGSE: Competencies	improve teaching practice
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	field-based learning
Blue Course Evaluations	ALL
HGSE: Competencies	make a presentation
HGSE: Content	informal learning
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	readings
HGSE: Content	culture
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	project-based learning

Education T418 Section: 01

Education in Uncertainty (220719)

Sarah Dryden-Peterson

2023 Fall (4 Credits)

Schedule: R 1200 PM - 0115 PM
T 0130 PM - 0245 PM
R 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.

Class Notes: **Class will meet as a whole on Tuesday's 1:30pm-2:45pm. On Thursday students will attend 1 session, either 12:00pm-1:15pm or 1:30pm-2:45pm.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	field-based learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop a theory of action
HGSE: Content	pedagogy
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically
HGSE: Content	global/international context
HGSE: Pedagogy	discussion sections
HGSE: Competencies	make a presentation
HGSE: Content	social contexts
HGSE: Content	relationships
HGSE: Pedagogy	case-method learning
HGSE: Competencies	analyze arguments
HGSE: Competencies	E&O Electives
HGSE: Content	refugees
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social justice
HGSE: Content	immigration
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration

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Education T419 Section: 01

Reading Group: Learning In and From Nature (220727)

Noah Heller

2024 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.

Class Notes: **This class will meet only on March 22, April 5, April 12, and April 26.**

Additional Course Attributes:

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

Education T421 Section: 01

Arts & Learning Practicum (220731)

Louisa Penfold

2024 Spring (2 Credits) **Schedule:** M 1030 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 20

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**
- **Harvard EdPortal**
- **Local preschools**
- **Other local arts organization (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 limited enrollment. Instructor consent needed to enroll. Preference will be given to those students enrolled in the Arts and Learning concentration.

Course Notes:

Student Assessment

Participation in on-site field work
Participation in weekly in-class reflective workshops at HGSE
Weekly reflective journal entries

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	field-based learning
Blue Course Evaluations	ALL
HGSE: Content	arts
HGSE: Content	learning and teaching
HGSE: Content	career development
HGSE: Competencies	deliver a lesson
HGSE: Content	action research
HGSE: Pedagogy	internship
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	design a lesson
HGSE: Content	museums

HGSE: Content	professional development
HGSE: Pedagogy	experiential learning
HGSE: Content	community
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	decision-making

Education T422 Section: 01

Designing Intercultural Learning Experiences (220797)

Liz Duraisingh

2024 Spring (2 Credits) **Schedule:** F 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 particularly from Project Zero's decade-long Out of Eden Learn project, 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 what might be broadly described as intercultural or globally minded education initiatives.

Class Notes: **Class will meet every other Friday starting on February 2.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	instructional design
HGSE: Content	global/international context
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	culture
HGSE: Pedagogy	readings
HGSE: Competencies	develop a curriculum
HGSE: Content	pedagogy
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	curriculum-design project
Blue Course Evaluations	ALL

Education T423 Section: 01

Urban Education and the Pursuit of Joy, Healing, and Flourishing (224203)

Shawn Ginwright

2024 Spring (4 Credits) **Schedule:** T 0300 PM - 0545 PM

Instructor Permissions: Instructor **Enrollment Cap:** 25

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. Please note that this course is limited enrollment. Application procedures will be shared by the instructor on the homepage of the course website.

Additional Course Attributes:

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

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Education T428M Section: 01

Designing Learning Places (222006)

Daniel Wilson

2024 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 mediates 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Pedagogy	team-based learning
HGSE: Content	social contexts
HGSE: Competencies	collect qualitative data
HGSE: Content	learning theory
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking
HGSE: AAR Attributes	May Term course
HGSE: Competencies	collaborate

HGSE: Content	organizations
HGSE: Content	innovation
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	design a school
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	project-based learning

Education T446 Section: 1

Leading Workplace Learning (223023)

Daniel Wilson

2023 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: Competencies	analyze arguments
HGSE: Content	professional development
HGSE: Content	informal learning
HGSE: Content	adult development
HGSE: Content	learning theory
HGSE: Competencies	design an intervention
HGSE: Content	organizations
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	career development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	readings
HGSE: Competencies	make a presentation
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	guest speaker(s)

Education T510A Section: 01

Social Media and Youth Well-Being: Learning and Teaching for Digital Thriving (218739)

Emily Weinstein

2024 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? How do adolescent development and social media converge -- and how do teens' different identities and contexts shape their digital experiences? In each session of this module, we will engage with one or more signature digital dilemmas and examine related research as we lean into the complexity surrounding social media and youth mental health. We explore issues of identity development in a context where digital posts can travel across space and time toward new meanings. We review the centrality of peer relationships as social media is a source of connection and, at times, conflict and drama. We also consider how civic development and agency unfolds as social media can create powerful venues for civic voice and influence, but also toxic discourse and interpersonal tensions. Course activities invite students to (1) critically consider their own digital lives, (2) gather insights from young people about their experiences, (3) explore evidence-based approaches to teaching for digital thriving and (4) develop grounded perspectives on contemporary issues.

Additional Course Attributes:

Attribute	Value(s)
HGSE: AAR Attributes	May Term course
All: Cross Reg Availability	Not Available for Cross Registration

Education T519 Section: 01

Digital Fabrication and Making in Education (205640)

Bertrand Schneider

2024 Spring (4 Credits) **Schedule:** M 0430 PM - 0715 PM

Instructor Permissions: Instructor **Enrollment Cap:** 22

***Lottery-Based Enrollment* This course is a hands-on lab on making and digital fabrication in education. Students will learn to prototype learning toolkits, educational toys, science kits, and technology-enhanced manipulatives using state-of-the-art fabrication machines (e.g., 3D printers, 3D scanners, laser cutters, sensors, robotics). A special focus of the course will be to design low-cost, appropriate technologies for a wide range of learners.**

Class Notes: **Waitlist will stop accepting students on 1/29. The course will be instructor permission for enrollment at this time.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	technology
HGSE: Content	innovation
HGSE: Competencies	collaborate
HGSE: Content	psychology
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration

HGSE: Competencies	code scripts/software
HGSE: Content	instructional design
HGSE: Competencies	make a presentation
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	experiential learning

Education T522 Section: 01

Impact by Design: Projects in Educational Technology (181227)

David Dockterman

2023 Fall (4 Credits) **Schedule:** TR 0900 AM - 1015 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 T522M and 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: Content	action research
HGSE: Content	instructional design
HGSE: Content	learning differences
HGSE: Content	innovation
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Content	process improvement
HGSE: Content	scaling
HGSE: Competencies	develop a theory of action
HGSE: Competencies	make a presentation
HGSE: Competencies	develop research questions
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	design an intervention

HGSE: Competencies	think strategically
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collect qualitative data
HGSE: Content	pedagogy
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct an interview
HGSE: Competencies	develop curriculum
HGSE: Content	technology
HGSE: Pedagogy	team-based learning
HGSE: Competencies	diagnose complex problems
HGSE: Content	motivation
HGSE: Content	universal design for learning
HGSE: Content	entrepreneurship
HGSE: Pedagogy	project-based learning

Education T522M Section: 01

Scaling Impact Across Learner & Context Variability (218834)

David Dockterman

2024 Spring (2 Credits) **Schedule:** T 1030 AM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-based Enrollment* Variability is inevitable. To scale impact, 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 30. 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.

Class Notes:

The waitlist will accept student enrollment until 1/22 at 5:00PM. Past this time, instructor permission and class attendance will be required to enroll.

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 1/10. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 1/17. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Content	curriculum development
HGSE: Content	technology
HGSE: Pedagogy	experiential learning
HGSE: Content	formative evaluation
HGSE: Content	universal design for learning
HGSE: Content	social contexts
HGSE: Content	scaling
HGSE: Content	entrepreneurship
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Content	instructional design
HGSE: Content	learning differences
HGSE: Pedagogy	design thinking
HGSE: Competencies	conduct an interview
HGSE: Competencies	think strategically
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	readings
HGSE: Competencies	design an intervention
HGSE: Competencies	examine trends
HGSE: Competencies	synthesize readings
HGSE: Content	assessment
HGSE: Content	motivation
HGSE: Content	innovation
HGSE: Pedagogy	project-based learning
HGSE: Competencies	assess cognitive challenges
HGSE: Content	learning theory
HGSE: Content	pedagogy
HGSE: Content	evaluation
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	collaborate

Education T523 Section: 01

Formative Evaluation for Educational Product Development (181228)

Christine Reich

2024 Spring (4 Credits) **Schedule:** T 0430 PM - 0720 PM

Instructor Permissions: None **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	conduct an interview
HGSE: Content	diversity equity inclusion
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	informal learning
HGSE: Content	evaluation
HGSE: Pedagogy	research project
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop research questions
HGSE: Competencies	make a speech
HGSE: Competencies	manage a consulting project
HGSE: Competencies	analyze qualitative data
HGSE: Content	program evaluation
HGSE: Pedagogy	field-based project
HGSE: Competencies	design a survey instrument
HGSE: Competencies	understand data
HGSE: Competencies	collaborate
HGSE: Content	research methods
HGSE: Content	museums
HGSE: Content	data analysis
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collect quantitative data
HGSE: Content	formative evaluation
HGSE: Pedagogy	lecture
Blue Course Evaluations	ALL
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations
HGSE: Competencies	collect qualitative data
HGSE: Limited Enrollment	XREG Allowed

Education T523M Section: 01

Sustaining Impact Over Time (218835)

David Dockterman

2024 Spring (2 Credits) **Schedule:** T 1030 AM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***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 30 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.

Class Notes:

The waitlist will accept student enrollment until 3/18 at 5:00PM. Past this time, instructor permission and class attendance will be required to enroll.

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 1/10. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 1/17. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Content	learning differences
HGSE: Content	innovation
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	examine trends
HGSE: Content	partnerships
HGSE: Content	technology
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	think strategically
HGSE: Content	organizations
HGSE: Content	curriculum development
HGSE: Content	diversity equity inclusion
HGSE: Content	causal reasoning
HGSE: Content	evaluation
HGSE: Competencies	collaborate
HGSE: Content	strategic planning
HGSE: Pedagogy	design thinking
Blue Course Evaluations	ALL
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	develop a theory of action
HGSE: Competencies	build partnership
HGSE: Content	scaling
HGSE: Competencies	conduct an interview
HGSE: Competencies	develop a business proposal or plan
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	program evaluation
HGSE: Content	entrepreneurship
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning

Education T530 Section: 1

Designing and Producing Media for Learning (181235)

Joe Blatt

2024 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	evaluation
HGSE: Content	innovation
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	deliver instruction
HGSE: Competencies	use video editing software
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	discussion sections
HGSE: Competencies	debate
HGSE: Content	curriculum development
HGSE: Content	formative evaluation
HGSE: Content	instructional design
HGSE: Content	media
HGSE: Competencies	collect qualitative data
HGSE: Content	technology
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	motivation
HGSE: Content	museums
HGSE: Competencies	design a lesson

HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	conduct an interview
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop curriculum
HGSE: Content	arts
HGSE: Pedagogy	peer learning

Education T543 Section: 01

Applying Cognitive Science to Learning and Teaching (181246)

Tina Grotzer

2024 Spring (4 Credits) **Schedule:** F 0900 AM - 1145 AM

Instructor Permissions: Instructor **Enrollment Cap:** 34

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 that 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: Competencies	assess cognitive challenges
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	readings
Blue Course Evaluations	ALL
HGSE: Competencies	improve teaching practice
HGSE: Content	teaching for understanding
HGSE: Content	learning and teaching
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	lecture
HGSE: Content	metacognition
HGSE: Content	classroom instruction
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	curriculum development

HGSE: Content	cognitive development
HGSE: Content	pedagogy
HGSE: Pedagogy	peer learning

Education T545 Section: 01

Motivation and Learning: Creating an Online Community of Inquiry (181249)

Chris Dede

2024 Spring (4 Credits) **Schedule:** MW 0900 AM - 1015 AM

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

There is no learning without motivation, but engagement without learning is prevalent in today's digital world. This course explores the relationship between learning and motivation (e.g., engagement, self-regulation, self-efficacy, growth mindset, tenacity). Interest has grown in the area of digital experiences and learning, with the premise that games and immersive simulations (1) motivate students who otherwise are uninterested in academic content and (2) engage learners in rich mixed-reality environments that provide a powerful context for acquiring knowledge and skills. But just because a student is deeply engaged in a task does not mean that she or he is learning something of value. This course builds students' knowledge about theories of motivation and of learning, the extent to which various types of educational experiences exemplify those theories, and the methods and findings of research in this area. The course speaks to a wide range of interests about learning and motivation in various types of educational settings across a spectrum of learners. The class is hybrid: meeting 80% of the time online and 20% face-to-face. We use a "flipped classroom," with pre-work before class providing a foundation for highly interactive synchronous learning in-class. Students participate in an online Community of Inquiry, which builds engagement through three dimensions: social presence, cognitive presence, and teacher presence. To develop this Community, each student must come to every class on time, have their webcam continuously on, and actively participate in discussions.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	innovation
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	develop curriculum
HGSE: Content	social media
HGSE: Content	assessment
HGSE: Content	identity
HGSE: Content	media
Blue Course Evaluations	ALL
HGSE: Competencies	synthesize readings
HGSE: Content	technology
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	lab sessions
HGSE: Competencies	make a presentation
HGSE: Competencies	design a lesson
HGSE: Content	values
HGSE: Pedagogy	peer learning
HGSE: Content	classroom instruction
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	research project
HGSE: Pedagogy	experiential learning
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate

HGSE: Content	learning and teaching
HGSE: Content	formative evaluation
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	out-of-school time
HGSE: Content	curriculum development
HGSE: Content	instructional design
HGSE: Content	motivation
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	pedagogy

Education T549 Section: 01

Technology-enhanced Language Learning and Teaching (220688)

Nicole Mills

2024 Spring (4 Credits) **Schedule:** W 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: Pedagogy	design thinking
HGSE: Content	innovation
HGSE: Pedagogy	experiential learning
HGSE: Content	instructional design
HGSE: Content	technology
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	guest speaker(s)
Blue Course Evaluations	ALL
HGSE: Content	language and literacy
All: Cross Reg Availability	Available for Harvard Cross Registration

Education T552 Section: 01

Designing for Global Learners of English: Working with Real-World Clients (220816)

Ziyun Deng

2024 Spring (4 Credits) **Schedule:** T 0430 PM - 0715 PM

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

The global English education market is predicted to reach US$27 billion by 2027 with a compound annual growth rate of 15.8%. However, many influential curricular and instructional materials are developed in English-dominant countries (e.g., US and Europe). It is less clear to what extent they reflect the intricate educational dynamics that the clients experience on the other side of the world (e.g., Asia).

This course serves as an incubator for aspiring English education designers. Equipped with an understanding of language learning research, students will have opportunities to directly communicate with real-world clients who are seeking innovative solutions and/or considering investing in further product development.

Clients to be introduced include (but are not limited to):

- **A well-funded philanthropic foundation in southern China that hopes to build an interactive English reading space for adolescents and young professionals**
- **Public school students in northern China who are academically competitive yet often heard saying "I don't know what to write" in English class**
- **An independent school in Japan that hopes to integrate music and English education**
- **etc.**

Students will engage in analytical reading, accountable discussions, persuasive writing, and hands-on workshops. Students will interpret research, which emphasizes language learning driven by communicative functions and authentic social interactions, to serve the specific needs identified among clients situated in non-US contexts. In the final project, students will develop product prototypes that are research-based, function-driven, and context-appropriate for a client of their choice; students may seek and bring their own clients.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	improve teaching practice
HGSE: Competencies	build partnership
HGSE: Content	instructional design
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	think strategically
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze student data
HGSE: Content	adolescent development
HGSE: Content	culture
HGSE: Content	cognitive development
HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	design a lesson
HGSE: Content	child development
HGSE: Content	adult development
HGSE: Content	language and literacy
HGSE: Pedagogy	readings
Blue Course Evaluations	ALL
HGSE: Competencies	analyze qualitative data

HGSE: Competencies	develop a business proposal or plan
HGSE: Content	innovation
HGSE: Content	entrepreneurship
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	synthesize readings
HGSE: Content	curriculum development
HGSE: Content	global/international context
HGSE: Pedagogy	simulation/role play

Education T554 Section: 01

Artificial Intelligence in Education (220728)

Seiji Isotani

2023 Fall (4 Credits) **Schedule:** M 0900 AM - 1145 AM

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

Are you new to the world of Artificial Intelligence in Education (AIED) or eager to expand your knowledge in this domain? If so, this course is tailored specifically for beginners like you, who have limited or no prior knowledge of this fascinating field.

Artificial intelligence (AI) encompasses the development of technologies, both in hardware and software, capable of tackling complex problems using behaviors considered "intelligent." In the field of education, AI has emerged as a powerful tool that fosters the creation of adaptive, engaging, and effective learning environments. It not only enables the design of personalized educational experiences but also deepens our understanding of the learning process, paving the way for improved educational practices. However, the widespread use of AI has also raised concerns, fears, and uncertainties among educators and practitioners.

By enrolling in this course, you will embark on a journey exploring the fundamental concepts of AI and its significant applications in the field of education. We will go beyond examining AI as a standalone concept/technology. We will delve into the fascinating comparison between the evolution of human learning and the advancements of AI technologies. By doing so, we believe you will gain a deeper appreciation for the transformative potential of AI technologies and their role in augmenting human capabilities to teach and learn more effectively.

Our focus will be on two key areas: intelligent tutoring systems (ITS) and educational data mining (EDM). Intelligent tutoring systems have proven to consistently enhance student learning, offering benefits applicable in both traditional classroom settings and online learning environments. And through the study of educational data mining, you will learn how to extract valuable pedagogical insights from diverse data sources to support the decision-making process.

Additionally, we will test several different applications to demonstrate the power of AI technology (including generative AI) for supporting teaching, learning and creativity. And, we will also explore the concept of AIED Unplugged, a novel way of using AI in resource-constrained educational environments.

In this course, we also provide a platform to explore the ethical considerations, fairness, and challenges associated with the integration of AI in educational practices. We recognize that AI should be seen as a tool to augment teachers capabilities, rather than replace them. By addressing these concerns head-on, we aim to foster a comprehensive understanding of AI's impact on education and ensure responsible implementation.

Upon completion of this course, you will learn the basics of AI and how it contributes to solving various educational challenges. Whether you aspire to become an educator, a tec

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a lesson
HGSE: Content	technology
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Competencies	analyze quantitative data
HGSE: Content	data analysis
HGSE: Pedagogy	case-method learning
HGSE: Content	decision-making
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	research project
HGSE: Content	instructional design
HGSE: Pedagogy	discussion sections

Education T555 Section: 01

Educational Technologies and Public Policy in Resource-Constrained Environments (220730)

Seiji Isotani

2024 Spring (4 Credits) **Schedule:** M 0900 AM - 1145 AM

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

Developing countries, particularly in the Global South, face significant economic, social, and infrastructure challenges that increase the complexity of designing and implementing effective public policies to improve education quality, access, and equity. Even in these adverse conditions, educational technologies are considered key to positively transforming the educational ecosystem of these countries. They provide benefits such as improvements in the evaluation and distribution of teaching materials, support for the management of educational processes, and facilitation for acquiring important educational data for evidence-based decision-making. This course aims to present, discuss, and question the potential benefits and harms of several of the education policies implemented by some countries in the Global South, particularly Brazil, where educational technologies play a central role. Through case studies, lectures, and interviews with people involved in these public policies, we will understand the challenges of creating, implementing, and evaluating policies related to educational technologies in resource-constrained

environments. Some of the educational challenges we will discuss in the course include high school dropout rates, low-quality instructional materials, digital skills training, and a shortage of qualified teachers. Furthermore, through classroom discussions and group work, we will identify potential predictors of the success and failure of using educational technology as a long-term state policy. Finally, students who have an interest in applying their knowledge and skills may volunteer to interact with government officials or their representatives to assess and recommend changes in education policies.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	global/international context
HGSE: Content	technology
HGSE: Content	decision-making
HGSE: Competencies	make policy recommendations
HGSE: Pedagogy	readings
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
Blue Course Evaluations	ALL
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a case study
HGSE: Competencies	collaborate
HGSE: Content	policy
HGSE: Pedagogy	case-method learning

Education T557 Section: 1

Media, AI, and Education: Ethical Investigations (223021)

John Richards

2023 Fall (4 Credits) **Schedule:** R 0130 PM - 0415 PM

Instructor Permissions: Instructor **Enrollment Cap:** 25

This new 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.

Additional Course Attributes:

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

Education T560 Section: 01

Universal Design for Learning: Theory, Practice, and Innovation (181256)

Jose Blackorby

Elizabeth Hartmann

2024 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: Pedagogy	team-based learning
HGSE: Competencies	use video editing software
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Competencies	E&O Electives
HGSE: Content	neuroscience
HGSE: Content	universal design for learning
HGSE: Content	learning differences
Blue Course Evaluations	ALL
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Content	teaching for understanding

Education T561 Section: 01

Transforming Education Through Emerging Technologies (181257)

Bertrand Schneider

2024 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	social media
HGSE: Content	leadership
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Content	higher education
HGSE: Content	motivation
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	experiential learning
HGSE: Content	social justice
HGSE: Content	technology
HGSE: Content	entrepreneurship
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lab sessions
HGSE: Competencies	develop curriculum
HGSE: Content	scaling
HGSE: Content	strategic planning
HGSE: Content	identity
HGSE: Content	policy
HGSE: Content	innovation
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	research project

All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze arguments
HGSE: Content	assessment
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	case-method learning
HGSE: Content	student achievement
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
HGSE: Content	causal reasoning
HGSE: Competencies	think strategically
HGSE: Content	school reform
HGSE: Content	curriculum development
HGSE: Content	classroom instruction

Education T565 Section: 01

Entrepreneurship in the Education Marketplace (181258)

Angela Jackson

2023 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: **Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference**

for Lottery-based Enrollment courses at HGSE.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	budgeting
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	prepare budgets
HGSE: Competencies	think strategically
HGSE: Content	fundraising
HGSE: Content	entrepreneurship
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	apply economic concepts
HGSE: Content	strategic planning
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	create data visualizations

Education T566 Section: 1

Exploring Learning Design in a Multicultural World (223022)

Amin Marei

2023 Fall (4 Credits) **Schedule:** TR 1200 PM - 0115 PM

Instructor Permissions: Instructor **Enrollment Cap:** 30

***Lottery-Based Enrollment* Education technology has opened new possibilities for creating accessible multicultural learning experiences. This course critically examines the complexity of navigating the affordances and limitations of technology to create equitable global education offerings. We will address 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 cross-cultural learning experiences? What unique factors influence the design of multicultural education technology interventions? For example, can someone who does not identify as a native member of a culture create culturally responsive learning experiences that advance the learning of members who belong to that culture? Students will examine how the design of cross-cultural 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. Students will write critiques of existing cross-cultural technological interventions and then work collaboratively to design projects that leverage technology to cultivate more equitable cross-cultural learning experiences.**

Class Notes: **This course will not accept new enrollees past 09/07.**

Important notice for Non-HGSE Students: Students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. The lottery event will appear on your student homepage starting 8/25. Rank and submit your preferences for Lottery-based Enrollment courses you wish to take by 8/30. Please note that HGSE students have preference for Lottery-based Enrollment courses at HGSE.

Additional Course Attributes:

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

Education T581 Section: 01

Ed Tech Advanced Design Studio (181260)

Louisa Rosenheck

2024 Spring (4 Credits)

Schedule: T 0130 PM - 0415 PM
W 0600 PM - 0845 PM

Instructor Permissions: None

Enrollment Cap: n/a

Weekly course and lab sessions are both required.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Content	innovation
HGSE: Content	community
Blue Course Evaluations	ALL
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	curriculum-design project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design an intervention
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	code scripts/software
HGSE: Competencies	facilitate group process
HGSE: Content	learning and teaching
HGSE: Content	technology
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Content	media
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	design thinking

Education T801 Section: 01

Teaching Climate Change (220733)

Tina Grotzer

2024 Spring (4 Credits)

Schedule: MTWRF 0900 AM - 1200 PM
MTWRF 0100 PM - 0500 PM

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: **Please see here a list of add/drop deadlines for J-Term courses. For questions about this list please email registrar@gse.harvard.edu. https://registrar.gse.harvard.edu/sites/projects.iq.harvard.edu/files/gse-registrar/files/jterm_add_drop_deadlines_2_0.pdf**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	peer learning
HGSE: Competencies	examine trends
HGSE: Content	advocacy
HGSE: Content	social justice
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	design thinking
HGSE: Competencies	diagnose complex problems
HGSE: Content	global/international context
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	science
HGSE: Content	innovation
HGSE: Content	culture
HGSE: Content	ethics
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	think strategically

HGSE: Competencies	assess cognitive challenges
HGSE: Content	mental health
HGSE: Content	learning and teaching
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	causal reasoning

Education T820 Section: 1

Education, Equity, and a Changing Climate (223024)

Laura Schifter

2023 Fall (2 Credits) **Schedule:** M 0900 AM - 1145 AM

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

No population has more at stake with climate change than today's young people. They are witnessing and experiencing the impacts of climate change now, whether that's having schools closed for heat days, staying inside at recess due to wildfire smoke, or experiencing trauma in the wake of extreme weather events. In fact, seventy five percent of young people in the U.S. have indicated a moderate to extreme worry about climate change. Students of color and low-income students who already experience the greatest inequities in our education systems will be disproportionately impacted by the negative effects of climate change as well. Yet, education leaders, systems, and policymakers can advance solutions and enable children and youth to thrive in a changing climate. In this course, students will learn about the intersection of education, equity, and climate change, including research about the impact of climate change on healthy development and learning, case studies of education leaders taking action on climate change, and policies that can support education leaders. Students will learn how to define problems at the intersection of education and climate change, evaluate existing evidence and policies, and think strategically about how to communicate the problem in different contexts. Students will participate in in-class activities with peers to process and analyze different scenarios, learn from guest speakers actively working at this intersection, and engage in projects to effectively communicate a problem of their choice. Students will leave the course with an understanding of how they can advance solutions from where they sit after graduation.

Class Notes: **Fall 2 Monday modules will begin October 30.**

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	leadership
HGSE: Content	community
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	write an op-ed
HGSE: Content	social justice
HGSE: Pedagogy	reflective writing
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze arguments
HGSE: Content	decision-making
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	examine trends
HGSE: Content	policy
HGSE: Have You Considered	Have you Considered?
HGSE: Pedagogy	multimedia texts
HGSE: Competencies	think strategically

HGSE: Content	system-level leadership
HGSE: Pedagogy	small-group discussion
HGSE: Content	partnerships
HGSE: Competencies	synthesize readings
HGSE: Content	advocacy
HGSE: Content	leadership
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	team-based learning

Education T825A Section: 1

Education, Equity, and a Changing Climate in Action (223042)

Laura Schifter

2024 Spring (2 Credits) **Schedule:** M 0900 AM - 1145 AM

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

Education leaders from across the country have recognized the important role our education systems play in advancing climate solutions, in many cases responding to demands from students. In fact, in the past four years alone, education leaders from Miami-Dade, Salt Lake City, LAUSD, Dallas, New Jersey, the State University of New York, Harvard University, and more have prioritized action on climate change and have worked to develop system-wide goals and plans of action. In this course, students will explore and analyze cases of education leaders and policymakers working to develop goals and plans for action. Students will ask questions about the different approaches, including examining intersectional efforts to advance equity. Students will embark on student-directed projects to develop climate action plans for a community of their choice. Students will need to communicate the case for the plan, including integrating values and goals, identifying the problem, evaluating evidence and baseline data, outlining processes, strategies, and policies to support system-wide action, and addressing potential pushback and cost. Students will leave the course with a strategic understanding of advancing systemic action on climate change in education.

Although not required, T820 Education, Equity, and a Changing Climate is recommended as a companion to this course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	interpret laws
HGSE: Content	school systems
HGSE: Pedagogy	research project
HGSE: Content	civic engagement
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Content	civil rights
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make policy recommendations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	think strategically
HGSE: Content	governance
HGSE: Pedagogy	team-based learning
HGSE: Competencies	examine trends
HGSE: Competencies	facilitate group process
HGSE: Competencies	leadership
HGSE: Content	system-level leadership
HGSE: Pedagogy	case-method learning

All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	understand data
HGSE: Competencies	analyze arguments
HGSE: Content	data analysis
HGSE: Competencies	collaborate
HGSE: Competencies	build partnership
HGSE: Content	social justice

Education T830A Section: 1

STEM Education and Child Development (223044)

Igor Bascandziev

2024 Spring (2 Credits) **Schedule:** TR 0900 AM - 1015 AM

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

This course will explore young children's conceptual development in several domains that are the target of STEM instruction. For example, we will explore children's developing understanding of the biological and physical world, as well as their understanding of integers, rational numbers, and mathematical operations. 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 education by looking at the learning mechanisms, the cognitive resources, and some social factors that support the acquisition of new theories and new concepts. We will also investigate the aspects of children's naïve theories that remain resistant to change over the lifespan. The course work will involve class discussions, analyses of assigned readings, and development of a research proposal pertaining to current and past issues of child development and STEM education.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Have You Considered	Have you Considered?

Subject: EPA

EPA 101 Section: 01

Education Policy and Analysis (218863)

Eric Taylor

2023 Fall (4 Credits) **Schedule:** M 0100 PM - 0215 PM
W 0130 PM - 0415 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

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EPA 101 Section: 2

Education Policy and Analysis (218863)

Emiliana Vegas

2023 Fall (4 Credits) **Schedule:** M 0100 PM - 0215 PM
W 0130 PM - 0415 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 S996 Section: 01

ELOE School Leadership Fieldwork Strand (221554)

Mary O'Neill

2024 Spring (4 Credits) **Schedule:** W 1200 PM - 0100 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

2023 Fall (4 Credits) **Schedule:** W 1200 PM - 0100 PM

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**

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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)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	licensure practicum
Course Evaluation	Course Evaluation Exempt
HGSE: Content	organizations
HGSE: Competencies	leadership

ELOE 101Y Section: 01

Education Leadership, Organizations, and Entrepreneurship Core Experience (218858)

Jennifer Cheatham

Ebony Bridwell-Mitchell

2023 Fall (2 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.

Class Notes: **Course will meet in GCC 1-2-3 on Sept. 6 and Sept. 13. Course will then meet in Askwith for the remainder of the term.**

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
Full Year Course	Indivisible Course

ELOE 102Y Section: 01

Education Leadership, Organizations, and Entrepreneurship Core Experience (218859)

Jennifer Cheatham

Ebony Bridwell-Mitchell

2024 Spring (2 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 program 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.

Class Notes: **This class will meet every other week.**

Requirements: **Required for and limited to students in the Education Leadership, Organizations, and Entrepreneurship program**

Additional Course Attributes:

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

Subject: LDIT

LDIT PCE Section: 01

The Practice of Learning Design (220653)

Karen Brennan

2023 Fall (4 Credits) **Schedule:** W 0200 PM - 0400 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 program, we will engage in the practice of learning design through a mix of creative explorations, reflective documentation, and term-long personal projects. 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.

Class Notes: **Course will meet in Askwith on Sept. 6 and Sept. 13. Course will then meet in GCC 1-2-3 for the remainder of the term.**

Additional Course Attributes:

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

Subject: HDE

HDE 101 Section: 01

Developmental Insights: Connecting Human Development Throughlines Across Research and Practice (220668)

Junlei Li

Dana McCoy

Stephanie Jones

2023 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 on Mondays, and guest faculty conversations and small-group meetings on Wednesdays. The teaching team emphasizes participation, engagement, and self-reflection and uses a pass/fail grading approach.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	early childhood
HGSE: Content	community
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	write a literature review
HGSE: Content	child development
HGSE: Content	risk prevention/intervention
HGSE: Content	developmental psychology
HGSE: Pedagogy	lecture
HGSE: Content	families
HGSE: Competencies	write a research proposal
HGSE: Competencies	synthesize readings
HGSE: Content	scaling
HGSE: Content	identity
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Competencies	write a grant proposal
HGSE: Content	adolescent development
HGSE: Content	motivation
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing

Harvard Graduate School of Education

Subject: XREG Fletcher School of Law

XREG Fletcher School of Law D206 Section: 01

U.S. Diplomatic Tradecraft (224475)

2024 Spring (0 Credits) **Schedule:**

Instructor Permissions: None **Enrollment Cap:** 30

Additional Course Attributes:

Attribute	Value(s)