Spring Supplement to the 2015-16 HGSE Catalogue

This supplement is an update to the information printed in the 2015-16 HGSE Catalogue, and is produced by the Office of the Registrar (as of 1/13/2016). Please make these changes in your copy. For the most up-to-date room and time schedules, please visit www.gse.harvard.edu/about/catalogue/courses.

Courses Not Listed in the 2015-16 HGSE Catalogue

A-201  Education Reform in America
Roland Fryer
Spring course; four credits.
This course introduces students to the methods and the research frontier in the economics of education. The first quarter of the course will cover common statistical methods in applied microeconomics, including instrumental variable models, regression discontinuities, difference-in-differences, and randomized inference. With these tools in hand, the course will critically survey the economics of education literature, placing particular emphasis on policies and practices designed to raise achievement among vulnerable populations. Topics will include achievement gaps, the role of incentives, the rise of charter schools, school turnaround efforts, and education’s role in determining economic outcomes.

Courses in introductory statistics, econometrics, and/or microeconomics would be useful preparation, but there are no official prerequisites. A non-trivial amount of math fluency is expected, however. Jointly offered with the Faculty of Arts and Sciences (FAS) as Economics 1820.

Tuesday and Thursday, 4:00 – 5:30 p.m.

A-210F  Education Law and Policy
Michael Gregory
Spring module; two credits.
(New module.) A major part of the grade for this course will be a small-group project and presentation that will be assigned at the beginning of the semester. There will also be a last-class take home exam. This course will survey several contemporary legal and policy issues in American elementary and secondary education, including school finance litigation; school discipline and the rise of "Zero Tolerance" policies; bullying prevention and intervention; the reauthorization of No Child Left Behind and the Obama administration’s waiver program and Race to the Top initiative; educator evaluation systems; special education and bilingual education; the (re)segregation of historically disadvantaged groups; and the school choice movement; among others. In the context of these current education reform problems, we will consider the role that legal doctrine (e.g., the First Amendment, the Due Process Clause, compulsory education laws, federal civil rights laws, state constitutions, etc.) plays in shaping the structure and process of public education. We will also read and discuss non-legal texts of various kinds by educators, journalists, sociologists and others. Several recurring themes and questions will guide our analysis, including: How should the law allocate authority for deciding how including: How should the law allocate authority for deciding how children should be educated and what they should learn? What constitutes equal educational opportunity and what measures should we use to determine whether or not it exists? Similarly, how should we measure student achievement and remedy gaps that exist between the achievement levels of various subgroups? How does education policy get made and what role can and should law and lawyers play in designing solutions to problems in education policy? We will consider how courts, legislatures and other stakeholders have answered these questions and how their answers have been shaped by competing ideological narratives about the necessary and appropriate role of public education in a democracy.

Students enrolling in this course are strongly encouraged to enroll in the Spring section of the Education Law Clinic (and should do so separately through the clinical registration process).

H-311 *Issues of Diversity in Cross-Cultural Counseling and Advocacy

Josephine Kim

Spring course; four credits.

This course is designed to assist students interested in counseling, teaching, program and policy development, guidance, and student support careers in developing a more informed understanding of issues involved in working effectively with diverse students and families in community and school settings. The course is also designed to increase students’ awareness of their own and others’ life experiences, and how these impact the way in which one approaches interactions with individuals who are most “different” from them. In addition, the course is designed to help students develop a deeper understanding of how sociopolitical factors affect selected ethnic and nonethnic minority groups in the United States. The course is focused on issues that have a direct impact on the helping relationship, and the materials are relevant for any student who seeks to impact the field of education.

Permission of instructor required. Ed.M. and CAS students in the Prevention Science and Practice Program given preference. Enrollment procedure will be posted on the course website.

Tuesday, 5:30 – 8:30 p.m.

S-022 Statistical Computing and Simulation-Based Analysis

Luke Miratrix

Spring course; four credits.

(New course.) This course teaches a synergetic blend of statistical computing and re-sampling (permutation and bootstrap) methods. Statistical computing allows more nuanced investigation of data, from appropriate visualizations and summarizations to analyses that are tailored to specific circumstances. Re-sampling methods can often allow for principled data analysis in circumstances where, for example, the parametric assumptions behind more traditional analyses are held in doubt or the estimands and estimators of interest are too complex for theoretical approximations. They can also be useful with small sample sizes where asymptotic theory is unlikely to hold. This course extensively uses R, a widely adopted statistical computing platform, to analyze a variety of data genres that one might face. The course will use case studies and projects to give students hands-on experience. This is an applied course in that the goal is to learn contemporary methods that can immediately be applied to one’s own research.

Permission of instructor required. Prerequisites: S-040 or equivalent (linear regression and general statistical inference concepts) and at least one of the following: 1) a more advanced statistics course (e.g., S-052); 2) familiarity with formal mathematical argument (e.g., college-level linear algebra); 3) a programming course or experience in any programming language; and/or 4) a willingness to be thrown in the deep end for a learning experience.

Wednesday, 9:00 a.m. – Noon.

S-804 Reading Time for Comprehensive Examination

Members of the Faculty

Spring course; four credits.

Days and times to be announced.

T-200 Introduction to Teaching and Learning in Schools

Eric Shed

Spring course; four credits.

(New course.) The purpose of this course is to engage in an in-depth investigation of teaching and learning in middle and high schools. The course is designed for students who intend to enter the teaching profession. Specifically, students will look at teachers’ work in relation to students, the curriculum, and the school and policy settings in which they are situated. This course strikes a balance between understanding focal topics from a theoretical and empirical perspective, as well as investigating them from a practical, more hands-on approach. The latter is achieved through examining best practices, artifacts of practice, case studies and videos of teaching practice, as well as observing teaching and learning in local schools

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellow students.

Tuesday and Thursday, 1:00 – 2:30 p.m.
Revised Course Descriptions and/or Logistics

A-320 Building a Democratic School: School Design Workshop
Linda Nathan
Spring course; four credits.
Boston’s pilot school initiative, begun in 1994, is in the forefront of a national movement to create small, innovative learning communities as alternatives to traditional ways of organizing public education systems. This course, taught by the founding headmaster of one of Boston’s most successful pilot schools (the Boston Arts Academy), examines a wide range of issues related to the philosophy, planning, governance, and sustenance of nontraditional public schools, including charter schools. The course is intended for students with significant experience as teachers or administrators and for those who wish to become school leaders or program or policy designers. Students will be expected to reflect on their own experience as material for analysis in written assignments and class discussions.
Permission of instructor required. Enrollment procedure will be posted on the course website.
Thursday, 5:00 – 8:00 p.m.

H-610M Mindfulness in Education
Metta McGarvey
Spring module; two credits.
(New module.) This module explores mindfulness and its potential for enhancing learning and human flourishing in educational contexts across the lifespan. Utilizing a seminar format with instructor and student led presentations and discussions, we will take a discerning look at the research and applied literature underlying the surge of interest in mindfulness and its applications, including K-12, higher education, professional development, and leadership. Beginning with the cognitive skills underlying all approaches to mindfulness, we will investigate how mindfulness can help enhance attention, clarity, self-regulation, and perspective taking. We will also explore how mindfulness can help develop capacities such as acceptance, patience, compassion (for oneself and others), well-being, resilience, and wisdom, with an eye to separating fact from fiction. We will consider how to adapt and teach mindfulness practices for specific age groups and contexts, with special attention to communication and relationships including diversity, power, and privilege, and the potential to support human development across the lifespan. The course will include experiential exercises and discussion of how mindfulness practices might be appropriately integrated into our professional lives.
Wednesday, 10:00 a.m. – 1:00 p.m., January 27 – March 2, 2016.

S-510D Research Schools Practicum
Christina Hinton
Spring module; two credits.
(New module.) In this practicum, students will have the opportunity to work on a project that puts research knowledge directly in the hands of teachers who can use it to make a difference in their schools. In our research schools initiative, we collaborate with partner schools around the globe to carry out research on topics relevant to practice, such as growth mindset and discussion-based learning. You will choose one research case to work on for the semester. Each research case will include relevant academic literature and a real-world data set containing quantitative and qualitative data, along with other supporting materials. First, you will explore academic literature on your research topic. Following this, you will delve into an analysis of your data set using quantitative and qualitative methods with mentorship from the teaching team. Finally, as your final project in the class, you will disseminate your results in a format that is accessible and engaging for teachers. You can choose the format of this final project from among multiple options, which range from written papers to digital media. Through this module, you will learn about existing education research, develop your data analysis skills by applying them to a real-world research project, and cultivate the ability to translate research into accessible knowledge that practitioners can readily apply in their classrooms.
Permission of instructor required. Enrollment is limited to 20 students. Prerequisites: This practicum is designed for students who have taken at least one of the following: S-005, S-012, S-040, or S-504. Students who have learned quantitative and/or qualitative data analysis skills in another context are welcome as well.
Tuesday, 4:00 - 7:00 p.m. Meets on January 26, February 9, 23, March 8, 22, and April 5, 19. The class is structured such that the students sometimes meet as a whole class and sometimes meet in small groups.

**S-997 Field Experience: Reflective Inquiry into Professional Practice**  
*Vicki Jacobs*  
Spring course; four credits.

S-997 provides students in internships with the opportunity to develop the critical habits of mind and skills necessary for immediate and on-going professional growth. The course begins with students' examination of their personal points of entry into their internship work. These include their assumptions, expectations, and beliefs about their internships' professions, their potential roles in their internships' organizations or work groups, and their goals for learning from their practice. As students gain experience and encounter new perspectives in their work, they learn how to challenge the validity of their initial assumptions and resolve any dissonance between their expectations and new understandings. To do so, students examine the role of reflection in such professional inquiry and acquire skills and strategies they can continue to use beyond the course, as on-going students of professional practice. S-997 is offered only on a satisfactory/no credit basis. A satisfactory grade (the equivalent of B- or better, per HGSE policy) is based on a student's attendance (in classes and one-on-one meetings with TFs), the timeliness and quality of weekly written assignments (e.g., reflections, preparation for classes, and self-assessments), a student practitioner conference presentation (and handout), and a final paper, as well as successful completion of internship requirements.  

*Permission of the instructor required.* Students must enroll no later than January 22 and confirm that they have secured an eligible internship no later than January 29. Eligible internships (1) are at least 8 hours/week for a minimum of 11 weeks (beginning no later than February 8 and ending no later than April 29); (2) provide students with contexts that are new to their professional experience (including previous internships); (3) provide students with the opportunity to learn and grow professionally in meaningful ways; (4) expose students to the scope of issues relevant to an organization and its profession; and (5) complement students' academic interests. To locate an internship, students can use a variety of resources including the Internship Information Center (hosted by the HGSE Career Services Office). The Center offers internship postings as well as information about how students can design their own experiences, negotiate internship hours and remuneration, and confirm their internships.

Class will meet on February 8, 12:00 noon – 2:00 p.m., and either 2:30 – 4:00 p.m. or 5:00 – 6:30 p.m.; and February 29, March 21, April 4 and 18, 2:00 – 4:00 p.m. Starting with the second class, the course will meet once every other week in sections.

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**T-210Z1B Dimensions of Diversity: English Language Learners**  
*Shireen Al-Adeimi*  
Spring module; two credits.

English language learners (ELLs) present a set of unique challenges to teachers in K-12 schools. Drawing upon current research and studies of effective practice, this course will introduce students to a range of practical strategies for enhancing the success of ELLs in their schools and classrooms. Students will examine the socio-emotional and socio-cultural experiences that can contribute to the schooling behaviors of ELLs and consider how children and adolescents acquire a second language. Course participants will also be introduced to the principles of effective sheltered instruction and will practice designing lessons, materials, and assessments that support ELLs in comprehending and engaging with grade-level content while developing their academic language and literacy in English. A variety of related supports and services will be discussed, including approaches for collaborating with immigrant families to promote student learning and development. This semester-length module includes seven biweekly class meetings enhanced with online components and school based field experiences. Successful completion of T-210Z1B satisfies the sheltered English instruction (SEI) endorsement requirement for initial educator licensure in Massachusetts.

*Permission of instructor required.* Enrollment is limited to students in the following programs: Teacher Education, Undergraduate Teacher Education, and Reading Specialist Candidates in Language and Literacy.

Wednesday, 4:00 -7:00 p.m. Class will meet on January 27, February 3, 10, 17, 24, March 2, and 9.

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**T-553 Learning, Teaching, and Technology**  
*Karen Brennan*  
Spring course; four credits.
Digital and network technologies create new opportunities and new expectations for learning and teaching. How do teachers and learners make sense of and negotiate these opportunities and expectations? This course will focus on developing nuanced understandings of the relationships between learning, teaching, and current technology trends, by considering current trends through the lens of critical theory and the practices of design thinking. Trends are updated with each course offering to reflect current cultural interests, but topics from previous offerings of the course have included: MOOCs, coding, flipped classrooms, connected learning, games, big data, open education, edupreneurship, and peer learning networks. Students will attend weekly class sessions, contribute to the course learning community (both in person and online), and think carefully and critically about learning, teaching, and technology through weekly reading, exploring, and reflecting activities.

Permission of instructor required. No prerequisites; no prior experience with technology or design required. Students must attend the first class to enroll in this course. Anyone interested in exploring teachers’ and students’ experiences in the digital era is encouraged to enroll. Enrollment procedure will be posted on course website. Tuesday, 10:00 a.m. – 1:00 p.m.

**Course Updates**

**A – Courses**

A-111W, *Policy in Action I: School Discipline*, taught by Laura Shifter, will be offered Tuesday, 10:00 a.m. – 1:00 p.m., January 26 - March 1.

A-612, *Organizing: People, Power, and Change*, taught by Marshall Ganz, will be offered Tuesday and Thursday, 2:45 – 4:00 p.m.

A-710R, *Becoming a Leader in Higher Education: Practical Skills and Considerations*, taught by James Antony, will be held Tuesday, March 22 through Tuesday, April 26.

A-804, *Monitoring and Evaluation for Improving Education Systems*, taught by Haiyan Hua, will be offered Wednesday, 10:00 a.m. – 1:00 p.m.

**H – Courses**

H-118, *Bilingualism: Language, Cognition, and the Brain*, taught by Gigi Luk, will be offered Thursday, 1:00 – 4:00 p.m.

H-310Z, *Educating for Democracy through Facing History and Ourselves*, taught by Dennis Barr, will be offered Friday, 1:30 – 3:30 p.m.

H-370, *Social Development: Applications to Education, Ethics, and Engagement of Youth Through Media*, taught by Robert Selman, will be offered Monday, 4:00 – 7:00 p.m. There will be an afternoon seminar from 4:00 – 5:30 p.m., followed by a lab from 5:30 – 7:00 p.m.

H-810F, *Children’s Literature*, taught by Lolly Robinson, has moved from Fall to Spring semester, and will be offered on Thursday, 5:00 – 8:00 p.m., March 24 – April 28, 2016.

H-810G, *Adolescent Literature*, taught by Lauren Adams, has moved from Fall to Spring semester, and will be offered on Tuesday, 5:00 – 8:00 p.m., January 26, February 2, 9, 23, and March 1 and 8.
L – Courses

L-104B, *Practicing Leadership Inside and Out*, co-taught by Robert Goodman, Lisa Lahey, Adria Goodson, and Dobbin Bookman, will be offered Monday, 2:00 – 4:00 p.m.

S – Courses

S-020, *Program Evaluation: Estimating Program Effectiveness with Empirical Analysis*, taught by Alberto Abadie, will be offered Tuesday and Thursday, 10:15 – 11:30 a.m., and Friday, 11:45 a.m. – 1:00 p.m.

T – Courses

T-211M, *The Arts of Communication for Educators*, taught by Mihir Mankad, has been cancelled.