Spring Supplement to the
2014-2015 HGSE Catalogue

This supplement is an update to the information printed in the 2014-2015 HGSE Catalogue, and is produced by the Office of the Registrar. 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?combine=&field_course_term_value%5B%5D=5

New Courses

A-011M  Leading Through Difference

Todd Pittinsky

Spring module; two credits.

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

This module is designed for students enrolled in the Ed.M., CAS, Ed.D., and Ph.D. programs. First-year Ed.L.D. students should enroll in L-101B instead of this module.

Thursday, 5:00 – 8:00 p.m. Class will meet on January 29, February 5, 12, 19, 26, and March 5.
A-118 The 21st-Century Demographic Transformation: Opportunities and Implications for U.S. Schools

Susan Eaton

Spring course; four credits.

(New course.) The United States is in the midst of a demographic revolution of a magnitude not experienced since the beginning of the last century. By 2042, no one racial group will constitute a majority in our rapidly changing nation. Already, more than half of Americans younger than five are children of color. Over the last decade, racial and ethnic “minorities” accounted for nearly 84 percent of the nation’s growth. A generation gap is also widening. The average age of white residents is 41, while the average age for Latino residents is 27 and for African Americans, 31. Child poverty has worsened for nearly every racial and ethnic group and is spreading to new places. We explore the implications and opportunities these vast changes present for public schools and their communities. Students will gain an understanding of the varying nature of demographic change among U.S. regions and community types. Through case studies, readings, and class discussion, in-person and videoconference dialogue with educators in changing and diverse communities, we will learn about and critique real-world school and community-based responses to socio-demographic change. This includes efforts to create welcoming, inclusive schools, improve ethnic and racial group relationships, alter curriculum, integrate immigrants within communities, reduce segregation, and engender cultural competence. Students will take on roles (e.g., district leaders, professional development coordinators, state policy-makers) within simulated communities and craft their own responses and change strategies, both independently and in collaboration with classmates.

Thursday, 10:00 a.m. - 1:00 p.m.

*A-397 The Promise of Integrated Schools: A Field Course

Lee Teitel

Spring course; four credits.

(New course.) Even as education researchers continue to chronicle the resegregation of U.S. schools, there is a growing movement to support the creation of schools both district and charter that are consciously integrated across lines of race/ethnicity and social class. This policy and practice laboratory course focuses on what takes place inside these integrated schools. Specifically, we will learn together, through readings, case studies, and examples presented by local and national school leaders of integrated schools, what the state of current practice is in building cultures in integrated schools. We will also critically examine the desired outcomes of integrated schools, both academic (i.e., providing high quality learning experiences for all students) and social (i.e., enabling students to develop beliefs and skills that will help them live effectively in a diverse world). We will learn how these outcomes are being framed, measured, tracked, and supported. We will also gain foundational skills about participatory action research (PAR) how students, educators, parents, and others can
work together as agents of change to mobilize their communities for improvement. This course is a demanding graduate field course. Students will take significant responsibility for every aspect of synthesizing ideas from practice and applying them to real-world challenges in at least three ways: by planning and implementing ways to share and disseminate practices in this area at HGSE and elsewhere; by working closely with two to three local diverse schools as they plan a year-long PAR (to be launched in September) to take better advantage of the diversity in their setting; and by developing a plan for applying these ideas to another school setting perhaps one at which they have worked or plan to work in the future to help it better fulfill the promise of diversity.

Permission of instructor required. Enrollment is limited due to field-based nature of this policy and practice laboratory course. Application procedure will be posted on the course website.

Thursday, 5:00 - 8:00 p.m.

*A-710P  The Economics of Higher Education: Access, Outcomes, and Competition

Bridget Long

Spring module; two credits.

(New module.) Higher education is a vital part of American society. For families, it holds the promise of public and private benefits that are both monetary and nonmonetary. As such, the government invests billions of dollars a year in college financial aid programs, subsidies, and tax breaks. Together with the contributions of families, institutions, and foundations, higher education is one of the most prominent industries in the world. At the center of this massive industry in the United States are over 6,000 colleges and universities, from large, national research universities to small, localized community colleges. This course examines the critical trends and funding issues facing students and these institutions. We will explore how price, cost, and value shape what is provided and who goes to college. Topics include college revenue sources and expenditures, the many roles of financial aid, the controversies behind admission policies, the impact of ranking systems and growing competition, and the debate about higher education accountability. Although the bulk of the course will focus on American institutions and trends, we will also discuss international examples. The course will utilize basic principles from economics to better understand the costs, benefits, and incentives colleges and students face.

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

Tuesday and Thursday, 11:30 a.m. – 1:00 p.m.
*A-810C  Policy Lab: Refugee Education

Sarah Dryden-Peterson

Spring module; two credits.

(New module.) In 2014, there were 32 armed conflicts in 26 countries, and the number of refugees was at its highest level since World War II. Children and young people who live in these settings are some of the most educationally marginalized in the world and include more than half of the 67 million children who remain out of school globally. Global commitments to Education for All Goals and the renegotiated Millennium Development Goals will not be realized unless the educational needs of children and young people in conflict settings are met. This policy lab module adopts an action-oriented approach to investigating how to create opportunities for a meaningful education for a critical population affected by conflict: refugees. The 2012-2016 UNHCR Education Strategy, UNICEF’s Core Commitments for Children in Humanitarian Action, and the INEE Minimum Standards are the central frameworks for education in refugee settings. In this module, students will analyze the synergies and gaps in these frameworks and propose meaningful ways to close these gaps through policy and practice. The course is experiential, involving original research, analysis, and the drafting of a policy paper. The work will be done in collaboration with leading organizations in this field, and students will gain experience analyzing documents, conducting interviews, analyzing interview data, and drafting policy memos. Through discussions, guest speakers, and structured work time, students will develop professional relationships; deepen research, writing, and policy analysis skills; and explore the intellectual and practical dimensions of connecting research, policy, and practice.

Permission of instructor required. Enrollment is limited due to field-based nature of this policy laboratory course. Application procedure to be posted on course website. Concurrent or prior enrollment in A-816, or equivalent, required.

Monday, 10:00 a.m. – Noon.

*S-020  Program Evaluation: Estimating Program Effectiveness with Empirical Analysis

Alberto Abadie

Spring course: four credits.

(New course). Program evaluation comprises a set of statistical tools for assessing the impact of public interventions. This methodological course will develop students’ skills in quantitative program evaluation. We will study a variety of evaluation designs (from random assignment to quasi-experimental evaluation methods) and analyze data from actual evaluations, such as the National Job Training Partnership Act Study. The course evaluates the strengths and weaknesses of alternative evaluation methods. This course meets the Ph.D. requirement for empirical methods.

Permission of instructor required. Prerequisite: Familiarity with the basic concepts of statistical inference and regression analysis. Jointly offered at the Harvard Kennedy School (HKS) as API-208.
Tuesday and Thursday, 10:10 - 11:30 a.m., and Friday, 11:40 a.m. - 1:00 p.m.

*S-297 Field Experience in 21st Century Early-Childhood Learning

Joseph Blatt

Spring course; four credits.

(New course.) This practicum course is a unique opportunity to work closely with, provide support to, and learn from senior managers at Sesame Workshop, the producers of Sesame Street and other educational experiences for young children in more than 150 countries. As the Workshop approaches its 50th anniversary, Sesame’s leaders are seeking to revitalize and reorient the organization. They have committed to exploring new opportunities for early childhood education, such as improving teaching in preschools, engaging parents in their children’s cognitive and social development, exploiting the latest educational technologies, and personalizing media for individual learners. At the same time, Sesame faces new challenges, including expanding curriculum demands, competition for the young child audience, and fiscal sustainability. HGSE students have been invited to participate in this major renewal task. To help imagine this 21st-century Sesame Workshop, three teams, each advised by a senior Workshop manager, will tackle major organizational objectives. Each team will undertake focused literature reviews; research informal learning initiatives for young children around the world; conduct interviews with professionals and stakeholders; and develop a final set of recommendations to present to the Sesame leadership team. We will draw on HGSE’s rich resources in early childhood education, supplemented by outreach to informal learning and educational technology experts. The distinguishing feature of such a field experience course is that it involves students in the exciting, intense, but uncertain nature of practice. You are guaranteed a focused, real-world learning opportunity, but you must also expect shifting directions in requirements, schedule, and outcomes.

Permission of instructor required. Attending the shopping session is an important part of the application process. Interested students are strongly encouraged to enroll in HT-123 in the January Term.

Monday, 4:00 - 6:00 p.m.
**Revised Course Descriptions**

**A-111C  Politics and Education Change: A Case Study**

*Chris Gabrieli*

Spring module; two credits.

What does it take to achieve policy change in public education? In this module, we will study how and why education policy shifts (or doesn’t) through case studies at the federal, state, district and school levels. For example, when President Obama says to students, “The longer you are [in school], the smarter you get” - where did that idea come from and how did it make it into federal policy? We will explore and test a classic political science framework (John Kingdon’s) for how policy agendas get set. Each week, we will focus on a specific case study ranging from the Race to the Top effort of the Obama/Duncan Administration, Bill and Hillary Clintons’ teacher quality effort when he was Governor of Arkansas, Governor Cuomo’s NY state education commission, the creation and use of charter laws and the decision of a single district in MA to deploy expanded learning time in their schools. We will look at how individuals and institutions have worked to drive change. We will draw on the lecturer’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.

Friday, 1:00 – 4:00 p.m.

**A-327  Charter Schools: Issues of Practice and Policy in American Public Education**

*Jed Lippard*

Spring course; four credits.

Still a relatively new development in the landscape of American educational reform, charter schools now educate 2.6 million students in more than 6000 schools across 42 states. With an emphasis on critical dialogue and debate, this course examines the fundamental interplays among intent and impact, policy and practice, and autonomy and accountability. The course begins with an exploration into the roots of the charter movement, based in school choice, standards, and teacher professionalism, as a means of situating today’s charter opportunities and challenges within an historical context. From there, the focus shifts to contemporary questions of charter school quality, authorizing, expansion, and oversight; issues of equity and access; relations between charters and traditional school districts; and the influence of charters on other areas of education reform. Moving from the macro to the micro, and using the framework of the Massachusetts Department of Elementary and Secondary Education’s Charter School Performance Criteria, the second half of the course is devoted to issues of charter school design and practice. Through original research, case studies, and school visits, students explore various charter models with the goal of articulating their own theories of action regarding curriculum, instruction, assessment, school culture, human capital,
family/community engagement, resource allocation, and governance. For the final project, students write their own charter school prospectuses reflecting their learning from the course and their multidimensional vision for a new school. Guest speakers include charter school practitioners, prominent researchers and thought leaders, and critics of the charter movement.

Especially relevant to Ed.M. students in the School Leadership, Teacher Education, Learning and Teaching, and Education Policy and Management Programs. Also relevant to students at Harvard Business School, the Harvard Kennedy School, and Harvard College. Cross-registration is encouraged and welcomed.

Monday, 4:00 - 7:00 p.m.

T-565 Entrepreneurship in the Education Marketplace

John Richards

Spring course; four credits.

Education is a $4 trillion global market. Most of the money is being spent on salaries and operations, and the market challenges are considerable. Overlapping government agencies regulate the market, success is measured by a torrent of student tests, and there is a universal expectation of high quality at low cost. Funding and political constraints differ from country to country, from state to state, and even from city to city. These challenges present opportunities for creative entrepreneurship, operating from Pre-K through higher education, from within and outside the system, and from for-profit and nonprofit business models. This course examines how to identify market opportunities and how to create systematic market research and pragmatic planning in order to “scale up” or “disseminate” beyond a few early adopters. Creative entrepreneurs establish new products or services through a careful analysis of market conditions and buying patterns and an implementation plan that effectively leverages available sources of funding. From the beginning of the course, students will engage in active market research working individually and in teams to analyze segments of the education market, evaluate competitors, and integrate the components of a business plan created in written assignments during the semester.

Thursday, 1:00 – 4:00 p.m.

Course Updates

A - Courses

A-142, Analyzing Education Policy, prerequisites have changed as follows: Permission of the instructor required. Prerequisites: prior experience with multivariate regression analysis
and quasi experimental methods. Jointly offered at the Harvard Kennedy School (HKS) as SUP-427, where 25 seats will be held for HGSE students.

A-314, Redesigning Education Systems for the 21st Century: A Workshop, prerequisites have changed as follows: Permission of instructor required. Enrollment procedure will be posted on the course website. Students who have taken A-011K should not take this course.

A-604, Partnering: Leadership Skills for a Networked World, is bracketed.

**H - Courses**

H-112, Cognitive Neuroscience and Education, is now offered on Fridays, 10:00 a.m. – Noon and 1:00 – 3:00 p.m.

H-310Z, Educating for Democracy through Facing History and Ourselves, is now offered on Thursdays from 10:00 a.m. – Noon.

H-876, Advanced Seminar in Human Development Research, will meet on Thursdays, 1:00 – 3:00 p.m. in the Spring.

H-884, Doctoral Research Practicum: Comprehension, Discussion, and Debate: Implications for Literacy, Subject-Matter Knowledge, and Curricular Design, will meet on Mondays, 9:00 a.m. – Noon in the Spring.

H-613, Gender and Education, is bracketed.

H-810Y, Developing Adolescent Literacy, will be offered. The instructor is Mary Burkhauser, and the course is offered on Wednesdays, 1:00 – 4:00 p.m., January 25 – March 4.

HT-104, Foundations of Learning and Teaching as Cognitive-Developmental Skills, will be taught by Vanessa Rodriquez.

**L - Courses**

L-104B, Practicing Leadership Inside and Out, will be offered on Mondays from 2:00 – 4:00 p.m.

**S - Courses**

S-507, Interviewing in Qualitative Research, will be offered on Wednesdays from 10:00 a.m. – 1:00 p.m.

S-997, Field Experience: Individual Work, will be taught by Vicki Jacobs.
**T - Courses**

T-543B, *Applying Cognitive Science to Learning and Teaching*, will be offered on Fridays from 9:00 a.m. – Noon.

T-581, *Advanced Design Studio*, will be offered on Thursdays from 5:00 – 7:00 p.m. Lab will be 7:00 – 9:00 p.m.