S- COURSES

S-005 Introduction to Educational Research
Terrence Tivnan
Fall course; four credits.
This is an introduction to the rationale and procedures of educational and social science research, designed for master’s and first-year doctoral students. The course is appropriate for both consumers and producers of research. Topics will include the nature and purposes of research; planning and conducting research; critiquing and evaluating research; sampling; survey and experimental design; evaluation research; naturalistic observation and inquiry; measurement and methods of data collection; ethics; and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Class time will be used for discussion, case-study analysis, and occasional computer exercises. Participants have a choice of either conducting a small-scale study or completing a series of take-home assignments.
Tuesday and Thursday, 8:30 - 10:00 a.m.

S-010B Questionnaire Design: A Practical Guide from Conceptualization to Administration
Hunter Gehlbach
Winter module; two credits.
Although surveys are among the most common data collection methods that educational researchers and other social scientists employ, far too few scholars are fluent in the basic processes needed to produce valid, reliable surveys. This module will familiarize students with the steps and procedures that are essential to developing high-quality surveys, focusing primarily on extracting best practices in designing surveys from the extant evidence. For example, we will examine research that bears on the following questions: How many response options should survey items provide? Should the format of the items be open-ended, rankings, or ratings? How should the items be organized? In addition, students will learn a modest number of theories associated with survey design. These theories will help inform survey design, particularly in the (many) areas in which there are few empirical studies. The major topics of the course include defining constructs; creating items and item wording; response scales; organizing, ordering, and formatting surveys; and bolstering response rates. The course is not designed to cover sampling procedures (i.e., how to obtain a random sample of participants versus collecting a stratified random sample). This module will cover a fair amount of the same content as the semester-long course S-015. However, unlike S-015, students in the module will focus on evaluating and adapting existing surveys rather than developing completely new measures.
Must be taken satisfactory/no credit, unless by permission of the instructor. Advanced methods credit will not be offered with S-010B; students interested in receiving advanced methods credit should take S-015 instead.
Dates and times to be announced.

S-010J *Review of Introductory Statistics
Terrence Tivnan
Winter module; two credits.
(New module.) This module is intended for students who have already completed some coursework in statistics and are planning to take S-030 during the Spring semester. The module provides a review of basic statistical concepts, and is designed for students who need to refresh their skills before going on to more advanced courses. We will review basic ideas of statistical inference and hypothesis testing, effect sizes, analyzing categorical and continuous data, and introduces correlation and regression. There will be a series of assignments that will involve data analysis and interpretation of results.
Permission of instructor required. Enrollment is limited. Students who have taken S-012 should not take this course. Enrollment procedures will be posted on the course website. Final enrollment decisions may be based on random selection.
Dates and times to be announced.

S-011 Understanding Today’s Educational Testing
Daniel Koretz
Spring course; four credits.
Achievement testing is now a cornerstone of education policy. Testing is complex and is routinely misunderstood by educators, policymakers, and the media. This course provides the background students will need to understand test results and to use testing appropriately in their later work. It is designed for students with no statistical training, and presents material conceptually rather than mathematically. The course has three main goals. First, it provides a context for understanding assessment results. For example, we will explore data on group differences in performance, trends in achievement in the United States, and international differences in achievement. Second, the course covers the essential concepts of measurement, such as reliability, validity, and bias. Third, the course discusses the application of these principles to a variety of current issues in education policy, such as high-stakes testing and testing students with special needs.
This is not a methods course and is not intended for doctoral students who may need to use measurement in their research or evaluate test results using technical criteria. These students should take S-061A1/A2 instead. Doctoral students for whom a methods course in measurement is not appropriate are encouraged to enroll in S-011 with permission of instructor. Enrollment procedure will be posted on the course website.
Monday and Wednesday, 10:00 a.m. - Noon. Optional weekly 90-minute section meetings to be arranged.
S-012 Empirical Methods: Introduction to Statistics for Research
Terrence Tivnan

Fall course; four credits.

This course covers the basic principles of elementary statistics, providing a good foundation for students intending to do further coursework and research involving the use of statistical analyses. Topics will include basic descriptive measures; sampling and sample size estimation; testing for differences between means, correlation, and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. There will be a heavy emphasis on applications of basic statistical concepts to a wide variety of problems encountered in educational and policy-related research. The focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research. The use of computer packages for assisting in data analysis will be emphasized throughout the course. There will be several take-home assignments involving data analysis and reporting of research results.

First-year Ed.D. students must either take S-012 in combination with S-030 or take S-040.

Tuesday and Thursday, 10:00 - 11:30 a.m. Optional weekly 90-minute section meetings to be arranged.

S-015 Questionnaire Design: A Practical Guide from Conceptualization to Administration
Hunter Gehlbach

Fall course; four credits.

Although surveys are among the most common data collection methods that educational researchers, psychologists, and other social scientists employ, few of these scholars are fluent in the basic processes needed to produce valid, reliable surveys. In this course, students will develop (or help develop) a survey scale through a six-step process designed to maximize data quality. The course places particular emphasis on how to design and format individual survey items. For example, we will examine research that bears on the following questions: How many response options should survey items provide? Should the format of the items be open-ended, rankings, or ratings? How should the items be organized? In addition, students will learn a modest number of theories associated with survey design. These theories will help inform survey design particularly in the (many) areas in which there are few empirical studies. The major topics of the course include defining constructs; creating items and item wording; response scales; expert reviews; cognitive pretesting items; organizing, ordering, and formatting surveys; bolstering response rates; and pilot testing surveys. The course is not designed to cover sampling procedures (i.e., how to obtain a random sample of participants versus collecting a stratified random sample).

Students who have taken the module S-010B should not take this course.

Tuesday and Thursday, 10:00 - 11:30 a.m.

S-030 *Intermediate Statistics: Applied Regression and Data Analysis
James Kim

Spring course; four credits.

Are scores on high-stakes tests primarily a function of socio-economic status? Do mandatory seat belt laws save lives? In this course, you will learn how to use a set of quantitative methods referred to as the general linear model—regression, correlation, analysis of variance, and analysis of covariance—to address these and other questions that arise in educational, psychological, and social research. Our strategy will be to learn statistical analysis by doing statistical analysis. During the semester, we will address a variety of substantive research questions by analyzing dozens of data sets and fitting increasingly sophisticated regression models.

Permission of instructor required. First-year Ed.D. students must either take S-012 in combination with S-030 or take S-040. Enrollment procedure will be posted on the course website.

Monday and Wednesday, 8:30 - 10:00 a.m. Optional weekly one-hour section meetings to be arranged.

S-032A1 [Accumulating Evidence: How to Conduct a Quantitative Research Synthesis That Informs Educational Policy and Practice (Part I)]
Instructor to be Announced

Not offered in 2013-2014.

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this two-module sequence (S-032A1 and S-032A2) is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice. The purpose of the two modules is to equip students with the tools to design, implement, and conduct a study that uses meta-analysis. In S-032A1, the first module, students will learn a practical step-by-step approach to conducting a meta-analysis. Students will learn how to formulate a question and organize a review strategy, articulate inclusion criteria for finding primary studies, create a codebook for evaluating study characteristics, compute an appropriate effect size given the research question, use software to create a meta-analytic database, and understand how to fit a fixed-effect model to results from primary studies. As part of the final assignment, students will replicate and extend findings from a published meta-analysis and learn how to write a meta-analysis that conforms to APA style.
S-032A2  *[Accumulating Evidence: How to Conduct a Quantitative Research Synthesis That Informs Educational Policy and Practice (Part 2)]*

Instructor to be Announced

Not offered in 2013-2014.

Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this two-module sequence (S-032A1 and S-032A2) is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice. The purpose of the two-module course is to equip students with the tools to design, implement, and conduct a study that uses meta-analysis. In S-032A2, the second module, students will learn how to carry out an independent meta-analysis in their primary area of interest and research specialization. Students will learn how to fit fixed- and random-effects models to data, model heterogeneity across studies, create complex data sets involving multiple outcomes, and organize and present findings for a broader audience of researchers and policymakers. As part of the final assignment, students will conduct a replication activity or complete an original meta-analysis for a peer-reviewed conference presentation or journal.

S-040  *Introduction to Applied Data Analysis*

Katherine Masyn

Fall course; four credits.

Often when quantitative evidence is being used to answer questions, scholars and decision makers must either analyze empirical data themselves or thoughtfully manage and appraise the analyses of others. This course covers the basic principles of quantitative data analysis and is comparable in content to the full-year S-012/S-030 course sequence. By examining real data gathered to address questions in educational, psychological, and social research settings, students will become acquainted with basic descriptive statistics; tabular and graphical methods for displaying data; the notion of statistical inference; analytic methods for exploring relationships with both categorical and continuous measures; and the foundations of statistical modeling with simple and multiple linear regression, along with analysis of variance (ANOVA) and analysis of covariance (ANCOVA). There will be an emphasis on applying the statistical concepts; in particular, how to (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the technique to work appropriately; (4) interpret analytic results; and (5) summarize the findings in a cogent manner. Because quantitative skills are best learned through practice, computer-based statistical analyses using Stata will be an integral part of the course. There will be regular take-home assignments as well as a final project involving data analysis and the interpretation and reporting of research results.

Permission of instructor required. Enrollment is limited to 90. No prior data analytic experience required, but a working knowledge of basic algebra is assumed and some previous exposure to introductory statistics is advantageous. First-year Ed.D. students must take either S-040, or S-012 in combination with S-030. Recommended for Ed.M. students wishing to enroll in a Spring course that requires S-030 or S-040 as a prerequisite. Students with prior experience can petition out of the course; petition requests should be directed to the instructor.

Tuesday and Thursday, 8:00 - 10:00 a.m. Weekly two-hour lab to be arranged.

S-052  *Applied Data Analysis*

Instructors to be Announced

Spring course; four credits.

This course is designed for those who want to extend their data analytic skills beyond a basic knowledge of multiple regression analysis, and who want to communicate their findings clearly to audiences of researchers, scholars, and policymakers. The course contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess in order to perform sensible analyses of complex educational, psychological, and social data. Topics in the course include more extensive use of transformations in regression analysis; influence statistics; building and comparing taxonomies of regression models; general linear hypothesis testing; an introduction to multilevel modeling; nonlinear regression analysis; binomial logistic regression analysis; principal components analysis; cluster analysis; an introduction to discrete-time survival analysis; and others. S-052 is an applied course that offers conceptual explanations of statistical techniques, along with opportunities to examine, implement, and practice them in real data. Because the course will feature the intensive use of Stata statistical software in all data analyses, learning the computer skills necessary to conduct these kinds of analyses, and the communication skills to discuss them, is an integral part of the course. Weekly section attendance is strongly encouraged. 

Prerequisite: Successful completion of S-040 or an equivalent course covering applied multiple regression.

Tuesday and Thursday, 10:00 - 11:30 a.m. Optional one-hour weekly section to be arranged.

S-061A1  *Methods of Educational Measurement (Part I)*

Daniel Koretz

Fall; two credits.

This is the first part of a two-module survey course on methods of educational measurement for students with prior statistical training. It is designed both for students who need to become critical consumers of test-based information and for those who may apply methods of measurement in their own research. This module will cover traditional psychometric methods (classical test theory) and differential item functioning (DIF), and it will address analytical implications of some current education policies, such as the validity of score gains in high-stakes testing programs. The module will require application of psychometric methods to data from large-scale testing programs.

Permission of instructor required. Enrollment is limited to 100. No prior data analytic experience required, but a working knowledge of basic algebra is assumed and some previous exposure to introductory statistics is advantageous. First-year Ed.D. students must take either S-040, or S-012 in combination with S-030. Recommended for Ed.M. students wishing to enroll in a Spring course that requires S-030 or S-040 as a prerequisite. Students with prior experience can petition out of the course; petition requests should be directed to the instructor.

Tuesday and Thursday, 10:00 - 11:30 a.m. Optional one-hour weekly section to be arranged.
Permission of instructor required. Prerequisite: S-052 or an equivalent course that includes logistic regression. Enrollment in S-061A2 is required. Students who do not meet the prerequisite may instead enroll in S-011, which provides a nontechnical introduction to the principles of measurement. Enrollment procedure will be posted on the course website.

Class meets Tuesday, September 3, 10:00 a.m. - Noon, and Monday, September 9 - Wednesday, October 9, 2013; Monday and Wednesday, 10:00 a.m. - Noon. Optional 90-minute weekly section to be arranged.

S-061A2 Methods of Educational Measurement (Part II)  
Andrew Ho

Fall module; two credits.

This is the second part of a two-module survey course on methods of educational measurement for students with prior statistical training. It is designed to serve students who need to become critical consumers of test scores; students whose work will not focus on measurement but who will need to make appropriate use of test scores; and those whose work may entail a focus on testing. This module will extend from S-061A1 to advanced concepts of measurement, such as generalizability theory, item response theory, scaling, and equating. It will introduce generalizability theory as an extension of classical test theory, provide an overview of practical applications of item response theory, and describe the importance of scaling and linking for both test development and the use of accountability metrics. This module will require application of psychometric methods to data from large-scale testing programs.

Prerequisites: S-061A1 and S-052 (or an equivalent course that includes logistic regression). Students who do not meet the prerequisites may enroll in S-011 instead.

October 16 - December 2, 2013; Monday and Wednesday, 10:00 a.m. - Noon. Optional one-hour weekly section to be arranged.

S-081 *[Doctoral Research Practicum: Education Accountability Project]  
Daniel Koretz

Not offered in 2013-2014.

Researchers in the social sciences often pose questions about change and event occurrence over time. For instance, a researcher investigating the development of reading skills in young children might ask: How rapidly do children’s reading skills develop as they age, and do the skills of boys and girls develop at different rates? Alternatively, her questions could be framed in terms of whether and when children achieve particular developmental milestones. Then, she would ask: When does a child make the transition from “learning to read” to “reading to learn,” and do children exposed to innovative reading programs make the transition at different ages? Answering these kinds of questions requires longitudinal (panel) data and the application of dedicated statistical methods. This advanced seminar is devoted to two such analytic methods: individual growth modeling and survival analysis. In the seminar, participants must take individual and group responsibility for learning and applying the new methods presented; reading tailored additional material as required; preparing written answers to discussion questions with a study group; and providing detailed written feedback to their peers. Each seminar member must also conduct and complete an original research project of his or her own devising using the new methods, make a public presentation of the findings, and submit a final paper of the completed original research. The exact nature of the research project is negotiable, but must be linked explicitly to the content and concepts of the course, and be a direct contribution to the participant’s own professional and scholarly agenda.
Katherine Masyn

Fall course; four credits.

This course introduces students to statistical analysis with latent variables, a sophisticated data analytic approach that has become prominent in educational, psychological, and social research. The broad class of latent variable models subsumes many of the more familiar statistical techniques, such as generalized linear regression. However, modeling in a latent variable framework also provides powerful extensions of these basic techniques, leading to more advanced statistical modeling approaches, including multivariate regression analysis; path analysis, mediation analysis, confirmatory factor analysis, structural equation modeling, multiple group modeling, latent growth curve modeling, and multilevel modeling. For this course, the primary focus will be on non-nested, cross-sectional continuous measures. Students will learn to plan and execute select latent variable analyses using the Mplus program. There will be a combined emphasis on the technical elements and practical applications of the statistical concepts to address complex substantive research questions, and to that end, there will be several take-home assignments involving methods theory and data analysis.

Permission of instructor required. Enrollment is limited; advanced Ed.D. students given preference. Prerequisite: S-052 or equivalent. Coursework is not project-based; all data for assignments will be provided by instructor. Enrollment procedure will be posted on the course website.

Tuesday and Thursday, 1:00 - 3:00 p.m.

S-091  *Doctoral Seminar in Advanced Latent Variable Modeling
Katherine Masyn

Spring course; four credits.

This course is an advanced research seminar for doctoral students who have successfully completed S-090 and who want to expand their analytic skills in and deepen their understanding of latent variable modeling for educational research by guided, collective class study of emerging methods and individual applications of one or more advanced modeling techniques in their own research. Based on the interests and needs of course participants, recent methodology papers will be selected for class discussion. An example of advanced topics, one or two of which may be covered in a given semester, include, but are not limited to, latent class analysis, latent profile analysis, latent transition analysis, latent growth curve modeling, growth mixture modeling, latent change score modeling, latent variable survival analysis, multilevel factor analysis, multilevel mixture modeling, multilevel structural equation modeling, dyadic data analysis, behavioral and sequential analyses, factor mixture modeling, regression mixture modeling, latent variable propensity score modeling, and non-ignorable missing data analysis, among others. Although some meeting time will be devoted to lecture-style presentations by the instructor and class discussion of selected readings, the primary focus of the course will be group and student-instructor discussions of the analysis and written work of participants, providing a small and dynamic forum for them to present and receive feedback throughout their empirical research process.

Permission of instructor required. Enrollment is limited to 12; advanced Ed.D. students given preference. Prerequisite: S-090 or equivalent. Students may repeat enrollment in the course. Enrollment procedure will be posted on the course website. Must be taken satisfactory/no credit.

Thursday, 1:00 - 4:00 p.m.

S-105 Philosophy of Education
Catherine Elgin

Fall course; four credits.

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.

Open to any student who wants to think seriously about the fundamental nature and purposes of education. No previous work in philosophy is required.

Tuesday, 8:30 - 11:30 a.m.

S-121 Art and Understanding
Catherine Elgin

Fall course; four credits.

This seminar is a philosophical inquiry into the relationship between art and understanding. Art is typically indifferent to literal truth. Works of fiction are strictly neither true nor false. Yet we claim that we learn from the arts, that we see things more clearly and understand them better as a result of our encounters with art. What—if anything—justifies such claims? To answer this question requires investigating both the nature and functions of art and the nature and functions of understanding. Two papers are required.

Prerequisite: Although no previous experience with philosophy is required, students should be interested in thinking deeply about how and why we engage with the arts.

Monday, 8:00 - 10:00 a.m.

S-123 Tackling the Toughest Challenges for Modern American Higher Education
Richard Light

Fall course; four credits.

This course explores nine controversies in American higher education. The overarching theme is how to help all students to succeed and prosper in a broad variety of universities, at a time when students bring increasingly different backgrounds to campus, and financial constraints are real. Several sessions and a simulation will focus on massive open online courses (MOOCs), since they offer the possibility to turn higher education upside down. Topics include (1) diversity—on some
campuses diversity among students works wonderfully well, while on others it works far less well. What concrete policy decisions can enhance the good? (2) MOOCs—how will massive open online courses and learning opportunities change and reshape different kinds of colleges and universities? How will the roles of faculty, staff, students, and administrators change? What decisions must campuses make very soon? (3) Student services—including advising, running an effective orientation, helping students with problems—how to best structure such services? (4) Assessment—what are the ways to examine rigorously how well a college is serving its students? What are the ways to measure value-added, what students are actually learning? (5) Enhancing college success—why do some students transition so smoothly into universities, while others struggle? What formal policies can help students to make this transition most effectively and successfully? (6) Liberal arts—is the future of America’s many liberal arts colleges bright or grim? (7) Public universities—most American students attend large, public universities. Is a gap between private and public universities widening to become a chasm? (8) Nonacademic topics—how can universities capitalize on students’ many hours outside the classroom to enrich their overall experiences on a campus? (9) The future: what will the landscape of higher education look like in 5 to 10 years, and how can colleges and universities prepare now? Students will be required to participate in one debate and asked to participate in a small working group as part of a simulation to redesign a university. The format of this class is that of a large seminar. Obligations include three very short papers and one final, substantial research paper on a topic of each student’s own choice about a challenge in higher education.

Monday, 4:00 - 6:00 p.m. Required section to be arranged.

S-150 *Advancing the Public Understanding of Education
Joseph Blatt
Spring course; four credits.

Popular notions of education are shaped by the words and images that reach us through the media—the stories, graphic or boring, accurate or misleading, depressing or inspiring, told in movies and television shows, novels, memoirs, news reports, websites, and blogs. What pictures emerge from this brew of popular culture and journalism? And what can educators do to promote a richer appreciation for the purposes and possibilities of education? This seminar is an investigation into the public understanding of K-12 education, its sources and its susceptibility to change. Because education is dependent on public funding, and subject to political control, it is vital for educators to participate in shaping public perceptions. We will study cases from American media, examine perceptions in different racial and ethnic communities, and learn from contrasting international examples. We will then consider how information and persuasion can change people’s understanding. Drawing on cognitive and social psychology research, and on the empirical experience of professionals, we will identify powerful levers for helping people discover more sophisticated views of education. As a culminating project, students will create original communications to enhance public understanding. Individual projects may take the form of a newspaper or magazine story, blog, short video, or treatment for a feature film or television program. Students will learn how to create and critique written and visual accounts; how to design for particular audiences and objectives; how to make diversity a fundamental component of the communications process; and how to gauge the impact of public understanding initiatives.

Permission of instructor required. Enrollment is limited to 15. Doctoral students in education, political theory, philosophy, public policy, law, and ethics given preference. A background in political philosophy is desirable but not essential. Enrollment procedure will be posted on the course website.
Friday, 1:00 - 3:00 p.m.
S-290  *Quantitative Methods for Improving Causal Inference in Educational Research
David Deming

Spring course; four credits.

This course introduces, explains, and provides practice in using techniques social scientists have developed over the last 40 years for making causal inferences in quantitative research. The course has four major goals: (1) to ensure that participants understand the new methods and their appropriate uses; (2) to demonstrate how these new methodologies can be applied using available software; (3) to show how their application affects research findings on topics such as the impacts of class size, peer groups, and governance structures on student achievement; and (4) to guide class members in making progress on high-quality independent research projects of their own devising. (See the course website for more details.)

Permission of instructor required if claiming "equivalent" experience. Enrollment is limited to Ed.D. students except by permission of instructor. Prerequisites: S-052 or equivalent. Must be familiar with the basic concepts of microeconomics, which are central to understanding the required reading. Students can acquire the necessary familiarity either by taking A-205 or equivalent, or by reading the notes from A-205. Because the final project for this course requires original data analysis, students are asked to contact the instructor prior to the beginning of the Spring semester to discuss the data they will use for their final project. Enrollment procedure will be posted on the course website.

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

S-300  *The Arts in Education: Learning in and through the Arts
Steven Seidel

Fall course; four credits.

Possible and appropriate roles for the arts in education are widely debated, and they should be. In this course, we will explore the many roles for the arts in the educational experiences of children and adults, both in and out of schools. We will look at these from various perspectives, but will primarily focus on basic questions about the nature of learning and teaching in and through the arts. Our fundamental questions: What are our purposes as artists and educators working at the intersection of the arts and learning? What can be done to improve the quality of arts learning opportunities for children, youth, and adults? What must we understand about the nature of learning in and through the arts to contribute to this improvement? How do settings and cultural contexts influence the nature and quality of arts learning experiences? What are the habits of mind of effective arts educators? As artists and/or educators, what are the moral dimensions of our work and what might it mean to accept the responsibility of also being citizens in a democracy? We will explore these questions and others through group study of readings and weekly workshops in which we experiment with approaches to arts teaching in a lab setting, analyzing our experiences as learners and teachers and working toward the articulation of theories of arts learning. Course requirements include full participation in all course-related activities, including class sessions, section meetings, readings, group projects, and reflective and analytic writing assignments.

Permission of instructor required. Required for Ed.M. students in the Arts in Education Program. Others interested in both S-300 and S-301 may enroll with permission. Enrollment procedure will be posted on the course website.

Monday and Wednesday, 10:00 a.m. - Noon. Required one-hour weekly section to be arranged.

S-301  *The Arts in Education: Research, Policy, Advocacy, Activism, and Practice
(formerly titled The Arts in Education: Research, Policy, Advocacy, and Practice)
Steven Seidel

Spring course; four credits.

This course is a continuation of S-300 and extends our inquiry from a focus on the nature of learning in and through the arts to an investigation into the relationships between research, policy, advocacy, activism, and practice. The findings of research, the creation of policies, and the efforts and arguments of advocates and activists are each a context that informs the practice of arts education—the actual teaching and learning that is at the core of the work in this sector—just as practice informs and influences research, policy, and advocacy. At the same time, each of those contexts informs and influences each other. Through a series of “mini-cases,” conversations with researchers and policymakers, and close examination of advocacy documents, we will study how the arts—through the efforts of researchers, advocates, policymakers, and teachers—can become both more accessible and higher in quality. Consideration of the positive and negative aspects of the marginality of the arts in education will ground our study. Further, we will examine both how the arts sector of the education field is evolving over time and how we can play a role in the further development of that sector as advocates, activists, researchers, policymakers, and teachers. Course requirements include full participation in all activities of the class sessions, assigned readings, and reflective and analytic writing assignments, including a final project.

Permission of instructor required. Required for Ed.M. students in the Arts in Education Program. Others interested in both S-300 and S-301 may enroll with permission. Enrollment procedure will be posted on the course website.

Monday and Wednesday, 10:00 a.m. - Noon. Required one-hour weekly section to be arranged.

S-305  *Active Learning in Museums
(formerly titled Museums and Learning)
Shari Tishman

Winter course; four credits.

Along with schools, museums are one of society’s most visible institutions of learning. Changing perceptions of museums and their role in society, combined with contemporary ideas about cognition and human development, make today’s museums a fascinating context in which to investigate and encourage active, self-directed learning. This course examines the theory and practice of active learning through the lens of the museum. Through readings, discussions, and immersive museum experiences, students will explore questions such as: What is active learning, and how does it compare to other forms of learning? What is its basis in learning theory, and how is
it related to theories of knowledge and theories of teaching? What counts as evidence of active learning, and how can it be recognized, documented, evaluated? What are the links between active learning and close observation, between active learning and object-based learning? In what ways do museum exhibitions and experiences encourage—and discourage—active learning? How can an understanding of active learning in museums inform educational design more broadly? As part of the course requirement, students will work in small groups to design, implement, and critique an active learning experience in a museum or museum-like environment. Several visits to local museums are required.

Permission of instructor required. Enrollment is limited to 20. Prerequisite: Must be able to travel to local museums (museums are accessible by public transportation). A museum background not required. Students who have taken S-310T should not take this course.

Dates and times to be announced.

**S-308 [Models of Excellence: Illuminating Standards and Inspiring Learning with Outstanding Classroom Work]**

*Instructor to be Announced*

Not offered in 2013-2014.

What constitutes quality learning and teaching in public school classrooms? In particular, what does serious, standards-based student work actually look like? And how might many more students and teachers be encouraged to achieve these high levels of accomplishment? Believing that examples of excellent student work can inspire higher quality work in classrooms, the instructors for this course are engaged in a collaborative project to use extraordinary classroom work as models of what achieving Common Core State Standards can look like and as inspiration to do such work. Using methods and materials developed at Project Zero and Expeditionary Learning, a national network of over 160 K-12 schools, students in the course will participate in this collaborative project to create exhibitions of student work. The course will explore the use of models in learning and teaching, the history and principles of project-based learning, and ways of making national standards meaningful and specific for students and teachers. In addition, we will engage in critical analysis of standards from disciplinary and instructional perspectives. The course itself models project-based learning with students working individually and in teams to create a final exhibition for a public audience and possible online use.

Permission of instructor required. Enrollment is limited to 20. Prerequisite: Must be able to travel to local museums (museums are accessible by public transportation). A museum background not required. Students who have taken S-310T should not take this course.

Dates and times to be announced.

**S-413 *Doctoral Research Practicum: Using Quantitative Methods to Make Causal Inferences about the Consequences of Educational Initiatives and Policies***

*Felipe Barrera-Osorio*

Yearlong course; four credits.

This research practicum has two objectives: to increase participants’ knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research. Some meeting time will be devoted to discussing recent papers.

The first part of each session will be devoted to discussion of one or two recent papers that use creative methodologies in addressing important educational policy questions. However, the primary focus of each session is to discuss the written work of participants. Students may enroll in this seminar every year until they graduate.

Permission of instructor required. Prerequisite: S-290. Enrollment procedure will be posted on the course website.

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

**S-460 *Integrating Perspectives on Education***

*Nancy Hill, Metra Levinson, David Deming*

Fall course; four credits.

Given the many and complex challenges in education today, no single methodology, perspective, or discipline is sufficient to investigate or devise adequate solutions to educational problems. This foundational course for first-year Ed.D. students will explore a range of educational issues by drawing on multiple perspectives, disciplines, and methods. Using the lens of students’ own area of research interest, we will examine these issues from individual, societal, and institutional perspectives, and consider integrated approaches to addressing them.

Permission of instructor required. Enrollment is limited to, and required for, first-year Ed.D. students.

Wednesday, 2:00 - 5:00 p.m. Required 90-minute weekly section, Monday, 2:00 - 3:30 p.m.

**S-504 *Introduction to Qualitative Research***

*Elizabeth Duraisingh*

Fall course; four credits.

This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will generally follow a workshop format with discussions and activities related to weekly readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing data, making appropriate claims, positioning their work relative to existing literature, and appraising others’ qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and develop skills for further and ongoing reflection about their work and their relationship to it.

Permission of instructor required. Required for first-year Ed.D. students. Ed.L.D. and other Ed.D. students may enroll. A limited number of Ed.M. and C.A.S. students may enroll with permission. Enrollment procedure will be posted on the course website.

Wednesday, 9:00 a.m. - Noon.
S-505 * [Participant Observation in Qualitative Research]  
Instructor to be Announced  
Not offered in 2013-2014.

This course is a workshop in observing and analyzing educational settings. It is a learning-by-doing workshop course, using a shared, easily accessible research site. Our goal is to assemble a toolkit of methodological strategies for observation-based research. Our aims are as follows: (1) to develop a beginning understanding of the key theoretical, analytic, methodological, and practical issues central to doing participant observation, especially in familiar settings; (2) to improve our ability to observe, document, and systematically analyze people’s routine practices in natural life, particularly in complex educational settings; and (3) to consider some early dilemmas of authority, validity, and ethics in the representation of “others” and selves. Students will be asked to read and comment regularly on each other’s field notes and analytic memos.

S-507 *Interviewing in Qualitative Research  
Sarah Dryden-Peterson  
Spring course; four credits.

This course explores qualitative interviewing as a research strategy and as a practice. The focus of the course is on learning the craft of interviewing. This course is apprenticeship-based, designed so that students can situate their own qualitative interviewing experiences in the context of readings and discussions that critically engage theoretical and methodological issues and debates. Students will engage in the mentored practice of interviewing through a research project based at a local community-based organization. Interviewing can be thought of as a conversation in relationship, an inherently interpersonal and social enterprise. Students will build relationships within this organization that span from initiating the research to collecting data to discussing analyses to reporting on findings. We will discuss ethical issues in qualitative research and consider how researcher positionality, identity, and power differentials between the researcher and participants impact on the research process. Students will have the opportunity to develop their own personal approach to interviewing in the context of a democratic learning community, where we support each other’s development as researchers committed to social justice in education.

Permission of instructor required. Enrollment is limited. Ed.D. students given preference. Students who have taken the module S-710C should not take this course. Enrollment procedure will be posted on the course website. Must be taken satisfactory/no credit.

Tuesday, Noon - 3:00 p.m.

S-508 * [Methods of Research in the History of Education]  
Julie Reuben  
Not offered in 2013-2014.

The purpose of this course is to help students learn how to conduct historical research on education. We 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.

S-522 *Analyzing Culture: Dialogue, Discourse, and Theme  
Helen Haste  
Spring course; four credits.

Educational research must take account of the cultural and social context in which the individual develops, and with which effective educational practice must interact. This course introduces qualitative methods for analyzing how meaning is managed, and how we make sense of experience through dialogue and interpretation within a cultural context. How do people represent their concepts or beliefs in their talk (or other text)? How are meaning and identity negotiated dialogically through language and symbol? How is culturally shared meaning revealed, negotiated, and reproduced in discursive practices? What assumptions do we make within each of these questions? The course will introduce students to the main epistemological debates around the analysis of textual material. We will use naturalistic and interview-based material and literary sources (including film) to explore a range of methods. The course will provide a grounding in methods for the interpretation of material ranging from deriving a thematic profile of personal beliefs to more discursive questions about how we manage multiple, multilayered, and even contradictory discourses in talk, in identity, in decision-making, and in education, and how these are embedded in cultural and historical contexts. The course will comprise weekly three-hour sessions that include lectures and class work. For assignments, students will work on analyzing appropriate material. Texts or data may derive from any approved source and in any approved format, or from students’ own research. The second half of the course will include a group activity looking in depth at data.

Open to all Harvard doctoral students. Master's students may enroll with permission. Enrollment procedure will be posted on the course website.

Wednesday, 9:00 a.m. - Noon.
**S-547 *[Action Research]**  
*Natasha Warikoo*  
Not offered in 2013-2014.

Action research, unlike traditional research, places action at the center of research; its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. Action research prioritizes “insider” status rather than assuming an outside, “detached” stance. Practitioners have used action research to answer questions about their community organizations, schools, and classrooms. In this course, students will do an action research project. In addition, we will critically reflect on the intellectual and practical questions that action research raises, such as the nature of knowledge, the purposes of research, subjectivity and objectivity in research, and more.

**S-553 *Researching and Writing a Critical Literature Review***  
*Eileen McGowan, Deborah Garson*  
Yearlong course; four credits.

This course offers a unique learning environment in which state-of-the-art research thinking/strategies are embedded in a yearlong course focusing on the development of an individualized literature review. What constitutes a good literature review? How do you know when you have conducted a comprehensive search? How do you evaluate the quality of sources of knowledge and information? How do you approach education as a multidisciplinary field? This course is tailored to advanced Ed.D. students writing an individualized literature review, whether constructed as a qualifying paper or as background for a proposal (qualifying paper, dissertation, or grant). The course, constructed to utilize current technologies to expand academic research, is taught by two professors with complementary fields of expertise: research methodologies and library science. The course's innovative approach to integrating research principles with methodological decisions has been nationally recognized. This course is structured to guide students throughout the research process: identifying and developing individual research interests, searching for relevant information resources, refining research questions, and concluding with the writing of a research proposal or literature review. The sequence of topics scaffolds the development of information research strategies with the exploration and refinement of the research topic.

Permission of instructor required. Prerequisites: Clearly defined research interests and some basic research methods training. Designed for advanced Ed.D. students preparing to write a literature review. Also open to master’s students.

Wednesday, 1:00 - 4:00 p.m.

**S-570 *[Logics of Research Design: How to Ask an Interesting Question and Get a Defensible Answer]***  
*Jal Mehta*  
Not offered in 2013-2014.

Research is the coin of the realm in academic life. But how can you design research that is compelling rather than pedestrian, interesting but also doable? Why do some studies move their fields forward, or speak powerfully to scholarly and public audiences, while many others do not? How can you channel the wide variety of your interests into a viable research project? And what are the logics, approaches, and techniques that will allow you to move from a broad set of interests to a tractable research project? These are the questions that this course seeks to answer. The purpose is not to teach a particular method of inquiry or technique but rather the next step of research design: how to turn a research interest into a research question, how to fit a question to an appropriate method, and how to design a study that would allow for a convincing answer to the research question. This course is intended for doctoral students who are in the process of developing a serious proposal for research. Students will emerge from the course with a viable product in hand: a dissertation prospectus, a qualifying paper prospectus, or a grant proposal. We will spend significant time thinking about how to ask a good question, as well as how to create a defensible research design (i.e., issues of inference, sampling, case selection, validity, etc.). We will also explore the ways in which certain traditions of research depart from these canonical positivist assumptions.

**S-997 *Field Experience: Individual Work***  
*Vicki Jacobs and Members of the Faculty*  
Fall course; four credits.

The Field Experience Program (FEP), which is affiliated with the HGSE Career Services Office (CSO), offers students the opportunity to engage in an internship experience for course credit through S-997. Students are responsible for arranging and confirming their own internships, which can be in a variety of settings (e.g., schools, colleges, public agencies, museums, private corporations, or nonprofit organizations). The CSO offers students support in identifying possible placements through its Internship Information Center website (which includes access to posting in HIRED, a recruiting database) and provides tips for locating an internship through other means. Qualified internships must (1) be a minimum of 12 weeks, eight hours a week, (2) provide students with contexts that are new to their professional experience, (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 the profession, and (5) complement students’ academic interests. To receive credit for their internships, students must successfully complete the requirements of the Field Experience course: a five-session seminar that employs a developmental model of professional growth, integrating action and reflection. Teaching fellows support interns’ learning by facilitating class sessions, conducting individual meetings, serving as a liaison between students and their internship sites, and responding to students’ written assignments (including a mid-semester check-in, a weekly journal, and a final paper). FEP faculty members determine students’ final grades for the course.

To qualify for enrollment in S-997, students must meet very specific deadlines for arranging and confirming their internships and for receiving approval for their FEP plans. Please visit the FEP website for additional details. Must be taken satisfactory/no credit.

Monday, 2:00 - 4:00 p.m. Course will meet on Mondays, 2:00 - 4:00 p.m., on September 16, October 21, November 4, and November 25. On September 23, course will meet 2:00 - 3:30 p.m. and 5:00 - 6:30 p.m.
S-997 *Field Experience: Individual Work*  
*Vicki Jacobs and Members of the Faculty*

Spring course; four credits.

The Field Experience Program (FEP), which is affiliated with the HGSE Career Services Office (CSO), offers students the opportunity to engage in an internship experience for course credit through S-997. Students are responsible for arranging and confirming their own internships, which can be in a variety of settings (e.g., schools, colleges, public agencies, museums, private corporations, or nonprofit organizations). The CSO offers students support in identifying possible placements through its Internship Information Center website (which includes access to posting in HIRED, a recruiting database) and provides tips for locating an internship through other means. Qualified internships must (1) be a minimum of 12 weeks, eight hours a week, (2) provide students with contexts that are new to their professional experience, (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 the profession, and (5) complement students’ academic interests. To receive credit for their internships, students must successfully complete the requirements of the *Field Experience* course: a five-session seminar that employs a developmental model of professional growth, integrating action and reflection. Teaching fellows support interns’ learning by facilitating class sessions, conducting individual meetings, serving as a liaison between students and their internship sites, and responding to students’ written assignments (including a mid-semester check-in, a weekly journal, and a final paper). FEP faculty members determine students’ final grades for the course.

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Monday, 2:00 - 4:00 p.m.

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S-999 *Special Reading or Research (Independent Study)*  
*Members of the Faculty*

Fall course; four credits.

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S-999 *Special Reading or Research (Independent Study)*  
*Members of the Faculty*

Spring course; four credits.