

## Spring Supplement to the 2008-2009 HGSE Catalogue

This supplement is an update to the information printed in the 2008-2009 HGSE *Catalogue*. Please make these changes in your copy. For the most up-to-date room and time schedules, please visit <http://gseweb.harvard.edu/academics/catalogue/index.html>.

### New Faculty Bios

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#### **Veronica Boix Mansilla**

Lecturer on Education

*Ed.D., Harvard University*

Verónica Boix-Mansilla teaches at HGSE and is a principal investigator at Project Zero. Her research and publications focus on how students, teachers and experts develop expertise in disciplines such as history, biology, and the arts, and how they integrate it in interdisciplinary areas of work (e.g., understanding globalization, climate change, or bioethics). Boix-Mansilla's research brings together theories and methods in cognitive psychology, epistemology, pedagogy, and the sociology of knowledge to characterize quality teaching and learning and to develop pedagogical frameworks and practical tools that educators can employ to foster it. Her research bridges the world of experts conducting interdisciplinary work with that of teachers and students in middle and high school classrooms seeking to understand complex interdisciplinary topics. Building on these interests, Boix-Mansilla led the Project Zero Forum for the Future of Education—an initiative seeking to shed light on what students need to learn to prepare for contemporary life. In addition to her work in disciplinary and interdisciplinary education, her current research interests address the internationalization of curriculum and education. She seeks to understand how young people understand globalization (the accelerated traffic of people, capital, goods, and ideas that is shaping our times), and how schools might nurture “global consciousness.” Boix-Mansilla is the co-founder and director of L@titud, an educational network dedicated to supporting quality instruction Latin American schools. She works closely with the International Baccalaureate as an advisor on matters of pedagogy, curriculum, and the development of global consciousness.

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#### **Ronald Ferguson**

Member of the Faculty of Education

Lecturer of Public Policy

*Ph.D., Massachusetts Institute of Technology*

Ronald Ferguson is a lecturer in public policy and senior research associate at the Wiener Center for Social Policy at Harvard University's John F. Kennedy School of Government, where he has taught since 1983. His research publications cover issues in education policy, youth development programming, community development, economic consequences of skill disparities, and state and local economic development. For much of the past decade, Ferguson's research has focused on racial achievement gaps, appearing in publications of the National Research Council, the Brookings Institution, the U.S. Department of Education, the Educational Research Service, and various other books and journals. During the late 1990s, he was the chair and director of the National Community Development Policy Analysis Network, which produced the social science synthesis volume, *Urban Problems and Community Development*. He is the creator and director of the Tripod Project for school improvement and the faculty co-chair and director of the Achievement Gap Initiative (AGI) at Harvard. The AGI is a university-wide initiative to help close the nation's achievement gaps by supporting new research and connecting research to policy and practice.

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#### **Luba Feigenberg**

Adjunct Lecturer on Education

*Ed.D., Harvard University*

Luba Feigenberg earned her doctorate in Human Development and Psychology from HGSE. She is also a certified student adjustment counselor in Massachusetts and has experience providing treatment, prevention, and consultation

services to children, families, and school staff. Her research focuses on the influence of the setting-level on individual development. Feigenberg is particularly interested in schools as contexts for children and adolescents' social development and mental health. She is currently a post-doctoral research fellow at Children's Hospital Boston where she is studying mental health services in schools as part of the research and evaluation team of Children's Hospital Neighborhood Partnerships, the community mental health outreach program of the Department of Psychiatry.

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### **Lindsay Page**

Instructor in Education

*Ed.M., Harvard University*

Lindsay Page is a fifth year doctoral student in the Quantitative Policy Analysis in Education Program. Her interests are in quantitative methodology, educational policy, and the economics of education. Broadly, Lindsay's work has focused on identifying issues facing American youth and examining the efficacy of educational policies designed in response. In recent work, she has examined trends in the black-white achievement gap in the U.S., and methodologies for decomposing these gaps into within- and between-school differences. She is currently exploring means of extending these methodologies to examine such gaps across complete distributions of student performance. She has presented her research at the American Educational Research Association Annual Meeting and has enjoyed having the opportunity to serve as a teaching fellow for a variety of statistics and economics courses at HGSE and Harvard College. Prior to her time at HGSE, Lindsay worked as a research analyst at Abt Associates, a public policy and program evaluation firm headquartered in Cambridge, Massachusetts. Page has been awarded a Harvard University Presidential Fellowship, and is a current recipient of an AERA Dissertation Grant. She has also received a Harvard University Certificate of Distinction in Teaching.

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### **John Papay**

Instructor in Education

*Ed.M., Harvard University*

John Papay is a fourth-year doctoral student in the Quantitative Policy Analysis in Education concentration at HGSE. Before entering graduate school, he taught high school history in Pennsylvania and worked as a health care policy research analyst in Washington, D.C. He currently serves as a Freshman Proctor and member of the Board of Freshman Advisers for Harvard College. Papay's interests include teacher policy, the economics of education, teacher labor markets, and teachers unions.

## [New or Newly-Offered Courses](#)

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### **A-125 State Education Policy: A Practicum**

*Paul Reville*

Spring course; Monday, 5:00 - 8:00 p.m.; four credits.

States play a central role in contemporary U.S. education policy. In the complex intergovernmental partnership that comprises U.S. public education, the states play the lead role in establishing local systems of schools, setting goals, creating assessments and accountability mechanisms for those systems, and in regulating and financing the schools. For the past two decades, states have assumed an even larger role with the advent of standards-based, systemic school reform, a set of policies that originated in the states. It is impossible to understand current education policy without a thorough grasp of the role, responsibilities and challenges facing state governments in the execution of their leadership role in education. This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state role in education, state education policy, and current issues in state policy. After this introduction, the state of Massachusetts, one of the nation's leading school reform states, becomes the laboratory for this course. Students will examine a number of education policy issues in the context of Massachusetts. Students will be introduced to the history, politics, and current education policy issues in Massachusetts, however, students will consider other states' approaches to matters of policy leadership and development. Students will participate in small groups for the purpose of serving as consulting teams to various education policy-making entities in Massachusetts. Each team will be assigned a particular educational policy challenge and will be charged with researching the issue, its history, politics, and current status. Then, each team will

propose a set of recommendations to address the policy challenge. The recommendations will be based on research, interviews and extensive deliberation with key policy-makers, practitioners, and advocates. Each team will make a culminating oral and written presentation to the class and to senior staff of the particular organization. All students in the class will do some general readings on each of the policy issues to be examined by the teams. There will be six teams in the class. The team consulting projects are designed to give students first-hand experience with the practice of doing policy development work in the context of state leadership on education.

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### **H-204 \*Youth Development and Education Policy**

*Ronald Ferguson*

Spring course; Monday and Wednesday, 11:40 a.m. - 1:00 p.m. four credits; starts Wednesday, January 28.

This course concerns the contemporary field of youth development policy and programming in both school and nonschool settings. After introducing basic ideas about youth development, the first third of the course addresses the challenges of mobilizing resources at all levels of society — federal, state, and local — to support youth development activities in schools and communities. The second major section of the course concerns evaluation. We review the major types of evaluation research in education and youth programming and the uses and misuses of each. The final third of the course addresses the division of roles and responsibilities among people working in support of youth development in schools and communities. Relationships and institutional capacities in low-income and ethnic-minority communities receive special attention. This course is also offered by the Kennedy School of Government as HLE-270.

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### **H-624 Ecological Approaches to Studying Human Development: Classrooms and Other Micro-Contexts in Schools**

*Stephanie Jones*

Spring course; Tuesday, 10:00 a.m. - 1:00 p.m.; four credits.

Why do some schools and some classrooms foster student achievement while others don't? How is the quality of teacher-student relationships linked to the instructional climate of the classroom? Do interventions that target children and adults during recess enhance children's achievement and social-emotional well-being, and how? This course is a specialized doctoral seminar designed to introduce students to an emerging literature in human development and a set of methods in the tradition of ecological theory directed toward a deeper understanding of a primary social setting of childhood. This course will examine school micro-contexts (classrooms, hallways, play yards, etc.) as dynamic systems comprising a set of social relations, processes, and norms (e.g., characteristics of teachers, other adults, students, and the dynamic relationships among them), compositional features (e.g., socio-economic or behavioral composition of the classroom), and resources (e.g., curricular and instructional materials, physical characteristics of the setting). Our emphasis throughout will be on how micro-contexts in schools are defined and measured, with particular attention to the problem of capturing and representing settings. The primary goals of the course are (a) to provide an introduction to setting-level theory, which explains how we conceive and define micro-contexts, particularly with regard to classrooms and other school micro-contexts; (b) to review empirical research linking micro-contexts to developmental outcomes (e.g., how features of classrooms, such as emotional climate or the quality of teacher-student relationships, impact child well-being); (c) to consider the broad array of innovative measurement strategies applicable to the study of micro-contexts; and (d) survey current intervention/prevention strategies that target features of classroom settings and other school micro-contexts as their primary mechanism of change.

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### **S-528 \*The Theory and Practice of Qualitative Research in Education**

*Eileen McGowan, Deborah Helsing*

Spring course; Thursday, 10:00 a.m. - 1:00 p.m.; four credits.

The course is designed to provide guidance for students who are preparing for a qualitative research project and to stimulate rigorous discussion regarding the complexities of qualitative inquiry. Course readings and discussions focus particularly on studies in the fields of leadership and urban education. Building on prior preparation and experience in S-710B, S-710C, or S-504, the course will develop students' knowledge of qualitative research through three distinct pedagogical practices: extensive reading and reflection, individually-designed practice, and research community engagement. Students will engage with a wide range of literature that familiarizes them with various theoretical traditions, approaches, and practices in qualitative inquiry. In addition to helping students develop research questions appropriate for qualitative research, the course will also cover different methods of data collection

and strategies for analyzing and interpreting qualitative data. The emphasis of the course is on both the theory and the practice of qualitative research; hence, designing, implementing, analyzing, and presenting the results of a qualitative study will be integral. Students will have the opportunity to assess the results and conclusions of their studies within this community of researchers. Students should have a research topic in mind before the first class since they will quickly begin the process of research design and implementation. The final project for the course will be a pilot qualitative study oral presentation and written report. Permission of instructor required for enrollment in this course. Preference is given to USP students. *Prerequisite: S-710B, S-710C, or S-504.*

## Unbracketed Course

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### **S-520 \*The Logics of Qualitative Research**

*Wendy Luttrell*

Spring course; Monday and Wednesday, 9:00 - 11:00 a.m.; four credits

This course exposes students to the theory and practice of qualitative research. It distills knowledge from the social sciences and humanities, presenting qualitative inquiry as an art and a science. Students will learn to approach qualitative research as an iterative, “discovery” process. The course is designed to deepen students’ thinking about their qualitative research interests, questions, and various epistemological and intellectual conflicts in doing social analysis. Five topics will be covered: paradigms and perspectives in qualitative inquiry (e.g., positivism, interpretivism, hermeneutics, constructivism, “critical” theory, and cultural studies); various strategies of inquiry and design options (e.g., case studies, ethnography, life history, and portraiture); methods of collecting and analyzing empirical materials (e.g., moving from structured interview questions to narrative text); practices of interpretation, representation, and evaluation (e.g., influencing public debate and policy process with qualitative research); and key debates within the field (e.g., ethics and politics of qualitative research). Students are expected to attend class regularly, participate in class discussions, prepare for class presentations, and conduct a structured sequence of written assignments. The final project is a proposal for a qualitative research project. All writing assignments relate to the student’s specific research interest, and therefore, the more clearly defined this interest is, the more beneficial the course will be. Permission of the instructor is required. *Prerequisites: S-504, S-710B, S-710C, and/or S-010Y, or by permission of instructor.*

## Revised Course Descriptions

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### **A-010B \*Communication and School Leadership**

*Barry Jentz*

Spring module, two credits; Monday, May 18 and Friday, May 22, 8:30 a.m. – 4:00 p.m., Friday, May 29 and Monday, June 1, 8:30 a.m. - Noon. No shopping class scheduled.

Blindness to the unintended consequences of our current style of communication as leaders results in our losing trust and credibility. We are unaware of the loss because we do not know its cause as being our own behavior. Without trust and credibility, we cannot advance our most important priority of improving our own and others’ performance. This course reveals a predictable blindness to how we receive and give negative information about our own performance and that of others. Then it introduces a mind-and-skill set to close the gap between what we think we do and actually do. By closing the gap, we become trustworthy and credible, and thus position ourselves to advance our agendas for improving performance. In class, students will role-play difficult interactions on video tape and then critique the tapes. When students recognize the discrepancies between how they think they communicate and actually do communicate, they will practice new skills in giving information, listening, and using open agendas to produce trust, mutual learning, and collaborative problem solving. Enrollment is limited to 12; permission of the instructor is required. Preference will be given to students in the Urban Superintendents Program. Admission of other students is on a first-come, first-serve basis. Interested students may e-mail the instructor at [barry\\_jentz@gse.harvard.edu](mailto:barry_jentz@gse.harvard.edu). Students should sign up through the sign-up link on the course web site at the beginning of the Spring term. Note: This module may not be used to fulfill graduation requirements for Spring 2009.

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### A-403 History of Urban Education

*Christina Collins*

Spring course; four credits; Tuesday and Thursday, 1:00 - 2:30 p.m.

This course offers an examination of the history of urban education in the United States. Through an exploration of the development of urban school systems in the late 19th and early 20th centuries, the rise and decline of urban schools by the 1960s, and the development of urban educational policies designed to improve urban schools from the 1990s into the 21st century, the course provides a historical foundation for understanding urban educational policy. Among the topics discussed are: the centralization of city education; the rise of bureaucracy and scientific management; the Progressive Era and urban education; the history of urban teachers; suburbanization and its effects on urban schools; desegregation and urban schooling; and deindustrialization and its effects on urban schools. Issues of equity versus excellence, the challenges of urban educational reform, and the interactions of race, class, gender, and ethnicity are all emphasized throughout the course. The core body of literature to be used in the course will be recent scholarship in the history of education, with a focus on sources which both draw from work in interdisciplinary urban studies and offer deep analysis of urban schools and school systems as crucial American institutions. Key readings will include selections from David Tyack's classic overview, *The One Best System* (1974), Jack Dougherty's case study of school desegregation in Milwaukee, *More Than One Struggle* (2004), and John Rury's edited collection of recent scholarly articles on the history of urban education (2005).

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### H-382 The Problems Kids Have or Where Risk Lives: Psychosocial, Developmental, and Contextual Perspectives of Risk in Children and Adolescents (formerly titled *The Problems Kids Have: Psychosocial, Developmental, and Biological Perspectives of Risk in School-Age Children*)

*Luba Feigenberg*

Spring course; four credits; Monday, 2:00 - 5:00 p.m.

This class is designed to introduce students who are interested in teaching, counseling, and program development to some of the most common mental health problems experienced by children and adolescents (6-18). The course is designed to build students' knowledge of the biological and contextual factors that put some children and adolescents at increased risk for developing mental health problems as well as those factors that may contribute to their resilience. Students will learn to recognize the early warning signs of mental health problems and will become familiar with a range of strategies to intervene with and support the healthy development of youth in school and community settings. Guest speakers will share case material from school and community based programs that aim to prevent specific problems or promote positive mental health. Throughout the course, particular attention will be paid to the way culture and context shape the definition of risk and the delivery of services. This course meets the psychopathology course requirement for Massachusetts licensure in school adjustment counseling/school social work.

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### T-510A Authorship and Learning in the Digital Age

*Marielle Palombo*

Spring module; Thursday, 4:00 - 6:00 p.m. in Gutman 302, and 6:00 - 7:00 p.m. in Gutman 303, on the following dates: February 5 and 19, March 5 and 19, and April 2, 16, and 30; two credits.

This module explores the notion of authorship, its role in learning, and its complex, evolving relationship with digital media and the Internet. Theory, design, and practice are woven together throughout the course, and participants will have many opportunities to engage in authorship to further their own learning and contribute to the collective knowledge of the class learning community, both online and face-to-face. Course learning experiences incorporate strategies for using digital communication media (e.g., chats, blogs, wikis, and discussion forums) to support the composition process, collaborative authorship, and dynamic publication. Topics include the role of writing and multimedia authorship in the curriculum; the impact of interactive digital media on the composition process and its products; and implications for curriculum and pedagogy of educating young authors operating in a highly interconnected, digital multimedia world. This course is suitable for anyone interested in harnessing the potential of digital communication media to engage students of any age in authorship to improve literacy and learning in any content area. A moderate level of fluency in digital media is assumed.

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## T-540 Cognition and the Art of Instruction

David Perkins

Spring course; Monday, 4:00 - 6:00 p.m. Additional class meetings will be scheduled on a few Wednesdays, 4:00 – 6:00 p.m.; four credits.

This course explores the rich implications of cognitive science for the art of effective instruction—ways of approaching teaching and learning that foster deep understanding, better thinking, and the flexible transfer of knowledge. We will survey key concepts and findings and explore their relevance to education. Our discourse will range from learning theory to grounded classroom examples. The examples will elucidate both how theory and research inform practice and how practice informs research questions and broader theory. We will consider what it means to integrate the art and science of instruction into coherent classroom experiences. This course is relevant to anyone concerned with powerful, well-designed teaching and learning, technology-based or not. Term papers are based on personally chosen design projects that reflect individual interests. Students are invited to do either a technology-based or a non-technology-based project; there have been many excellent examples of each. Additional class meetings will be scheduled on a few Wednesdays, 4:00 - 6:00 p.m.

## Course Corrections, Additions, and Changes

### A- Courses

A-010C, *Adult Development and School Leadership*, taught by Robert Kegan, will be offered on May 19, 21, and 26, 8:30 – 11:30 a.m., on May 20 and 27, 9:00 a.m. – Noon, and on May 29, 1:00 – 4:00 p.m.

A-018, *Strategic Management for Public Purposes*, taught by Harry Spence, will start on Thursday, January 29, in accordance with the Harvard Kennedy School spring course schedule.

A-029, *An Introduction to Education Finance and Budgeting*, taught by Jon Fullerton, will be offered on Mondays, 10:00 a.m. – 1:00 p.m.

A-327, *Charter Schools: Threats and Opportunities for Public Education?*, taught by Katherine Merseth, will be offered on Wednesdays, 5:00 – 8:00 p.m.

A-360, *Doctoral Research Practicum: Case Study Research: Community Organizing for School Reform*, taught by Mark Warren, will be offered on the following dates: September 19, October 24, December 12, February 6, March 13, April 24, and May 15. (Not January 30<sup>th</sup>.)

A-811, *Education, Poverty, and Inequality in Latin America*, taught by Fernando Reimers, will be offered on Fridays, 8:30 – 11:30 a.m.

### H- Courses

H-304, *Legal and Ethnical Issues in Child Advocacy*, taught by Jennifer Murphy, will be offered on Mondays, 5:00 – 8:00 p.m.

H-810X, *Language Minority Learners II: The Social Context of Language Minority Learners*, taught by Paola Uccelli, will be offered Monday, February 2 through Monday, March 16<sup>th</sup>.

H-810Y, *Developing Adolescent Literacy*, taught by Michael Kieffer, will be offered Thursday, April 2 through Thursday, May 7, from 4:00 – 7:00 p.m.

H-860, *Reading Difficulties*, taught by Jennifer Thomson, will be offered on Wednesdays, 2:00 – 5:00 p.m.

H-870, *Reading Comprehension*, taught by Paola Uccelli, will be offered on Thursdays, 2:00 – 4:00 p.m.

### S- Courses

S-030A, *Intermediate Statistics: Applied Regression and Data Analysis*, will be cotaught by Lindsay Page and John Papay. (See bios above.)

S-030B, *Intermediate Statistics: Applied Regression and Data Analysis*, will be cotaught by Lindsay Page and John Papay. (See bios above.)

S-530, *Mapping Out and Writing a Critical Literature Review*, taught by Eileen McGowan, will meet on Wednesday, May 20, Thursday, May 21, and Wednesday, May 27, 1:00 – 5:00 p.m.; May 28, 9:00 a.m. – Noon and 1:00 – 4:00 p.m.; and June 1, 1:00 – 4:00 p.m. There will also be class sessions in October and December 2009, with a final paper due in January 2010.

### T- Courses

T-210M, *Teachers as Writers: Teaching Writing across Disciplines*, taught by Nancy Sommers, will be offered Tuesday, February 3 – Tuesday, March 31. The class will NOT meet on Tuesday, March 10.

T-390B, *Doctoral Research Practicum: Learning Innovations Laboratory Project, Project Zero*, taught by David Perkins, will be offered Thursdays, 2:00 – 4:00 p.m.

T-545, *Engagement and Learning: Technologies that Invite and Immerse*, taught by Christopher Dede, will be offered Mondays, 10:00 a.m. – Noon. A lab will be offered Noon – 2:00 p.m.