

Fall Supplement to the 2007 - 2008 HGSE Catalogue

This supplement is an update to the information printed in the 2007 - 2008 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 Course Description

A-710F *Social Justice in the Undergraduate Experience

Thomas Tritton

Fall Module; November 6 - December 18; Tuesday and Thursday, 2:30 - 4:00 p.m.; two credits.

This module will explore the purposes and modes of implementation of social justice in the experience of college students. Many American colleges and universities have explicit curricular requirements for social justice course work while others have a campus culture that promotes such engagement outside the formal classroom. There has been little coordination or sense of consensus among schools pursuing social justice goals, nor is there a well developed base of scholarship on the definitions, objectives, and outcomes of such endeavors. Most social justice efforts probably have at least the implicit notion that making the world a fairer and more just place is a worthy goal, and that education may be the most effective way to promote it. The goal of this course is to help students think about social justice in an intellectually rigorous and objective way. By the end of the course, students should have the ability to consider social justice in a theoretical framework that rises above their own political and ideological biases. They should be able to provide cogent answers to questions like: What do we mean by social justice? How extensive is our knowledge base on the most important contemporary issues? Why do colleges and universities engage in social justice programs? What are the various forms such programs take? Do they have well conceived goals? What evidence is there of success? Graduate students in the Higher Education program are the intended audience for this module, although other HGSE students, master's as well as doctoral, may also be interested. Enrollment is limited to 20, and is open to those outside HGSE on a space available basis. Permission of the instructor is required.

Revised Course Descriptions

S-504 Doing and Writing about Qualitative Research

Vanessa Fong

Fall course; Friday; 10:00 a.m. - 1:00 p.m.; four credits.

How does one collect, analyze, and write about data collected from a small number of people who were neither randomly sampled nor numerous enough to serve as the basis for statistically significant generalizations about the populations from which they are drawn? Drawing on the epistemological perspective of sociocultural anthropology, this course will teach students to answer this question by walking them through the process of formulating a research question, collecting qualitative data to answer that question, analyzing that data, finding the proper fit between theories, data, and practice, and writing an academic paper based on that data. Each student will write a paper based on a small research project (on a topic of the student's own choosing), and develop the skills to evaluate various qualitative research methods through close readings of scholarly work and discussions of student research projects in small workshops. No prerequisites or previous course work are necessary for this course. This course fulfills the Research Methods and Data Analysis course requirement and the Culture and Social Development course requirement for Human Development and Psychology master's students, as well as one of the qualitative research methods requirements for doctoral students.

T-214 *Teaching Mathematics

Jon Star

Fall course; Monday, 4:00 - 7:00 p.m.; four credits.

This course introduces participants to major issues, teaching strategies, resources, pedagogy, and technologies related to the teaching of middle- and high-school mathematics. Through readings, reflective writing assignments, lesson observations, peer teaching, and classroom discussion, participants will explore critical issues in mathematics teaching and learning, including the nature of mathematical understanding, lesson planning, teaching strategies to promote student thinking, instructional technology, and student assessment. This course is designed for students in the Teacher Education Program; other students who have an interest in mathematics education are welcome; permission of the instructor is required.

T-390A *Doctoral Research Practicum: Learning Innovations Laboratory Project, Project Zero

David Perkins

Fall Course; Monday, Noon - 2:00 p.m.; four credits.

The aim of this practicum is to offer doctoral students the opportunity to experience and participate in Project Zero's Learning Innovations Laboratory (LILA), an ongoing research project at HGSE. LILA is a multi-disciplinary professional society dedicated to stimulating new approaches to enduring puzzles of individual, organizational, and societal concern. Since its inception in 2000, LILA has brought together leaders from public, private, and nonprofit organizations with Harvard faculty in highly interactive ways - including small in-person discussions, personalized online exchanges, and unique publications distributed only to LILA members. Each year the membership explores the links that unite local experiences with macro phenomena along a singular theme. In 2007-08, LILA will explore the new science of decision making. By juxtaposing the latest findings from Harvard faculty in neuroscience, organizational behavior, and governmental studies, this year's inquiry will illuminate the journey of a decision from its origins in the brain to its impact on business and beyond. The LILA research staff facilitates and documents the collective inquiry process. Students who participate in the practicum will learn about the signature formats used in LILA events and will contribute to the coding of member interactions and the creation of select documentation to be shared with the membership. Students will have access to LILA's archives including research briefs, synthesis articles, and book summaries. Students will also have the opportunity to take part in regular events with executive leaders from member organizations and with Harvard faculty from across the university. Enrollment is limited to three doctoral students each semester. Participation for the entire year is encouraged but not required. Permission of the instructor is required. Preference will be given to doctoral students with prior course work or experience in topics related to LILA's arc of inquiry. Interested students should e-mail a brief statement of interest, a curriculum vitae, and a two- to five-page writing sample to LILA's project manager, Daniel Wilson, at daniel@pz.harvard.edu. For more information about LILA, visit <http://lila.pz.harvard.edu>.

T-440A Teaching and Learning: Critical Exploration in the Classroom

Eleanor Duckworth

Fall Course; Tuesday; 4:00 - 6:00 p.m.; four credits

"The having of wonderful ideas is what I consider the essence of intellectual development. And I consider it the essence of pedagogy to give Kevin [a student] the occasion to have his wonderful ideas and to let him feel good about himself for having them." This course seeks to bring a Freirean approach to teaching situations by valuing the learners' experiences and insights. Rather than conceiving of teaching as explaining, and learning as listening, this course looks at situations where teachers listen and learners do the explaining. The course starts from the premise that there are endless numbers of adequate pathways for people to come to understand subject matters. Curriculum and assessment must build on this diversity. A second premise is that every person can get involved with and enjoy and get good at every subject matter. The course is designed to help teachers think about engaging people, and helping them learn, in a variety of subject matters. The course is relevant for teachers of any subject matter, with any amount of experience, teaching people of any age (2 to 80), teaching in any setting -- public schools, offices, museums, basketball courts, wherever one might want to help someone learn. The method is appropriate for doctoral research in various aspects of teaching and learning. In addition to the two-hour class, students attend a weekly two-hour section. Weekly reports, journals, and a final paper are required.

T-440B Teaching and Learning: Critical Exploration in the Classroom

Eleanor Duckworth

Fall Course; Friday; 2:00 - 4:00 p.m.; four credits

“The having of wonderful ideas is what I consider the essence of intellectual development. And I consider it the essence of pedagogy to give Kevin [a student] the occasion to have his wonderful ideas and to let him feel good about himself for having them.” This course seeks to bring a Freirean approach to teaching situations by valuing the learners’ experiences and insights. Rather than conceiving of teaching as explaining, and learning as listening, this course looks at situations where teachers listen and learners do the explaining. The course starts from the premise that there are endless numbers of adequate pathways for people to come to understand subject matters. Curriculum and assessment must build on this diversity. A second premise is that every person can get involved with and enjoy and get good at every subject matter. The course is designed to help teachers think about engaging people, and helping them learn, in a variety of subject matters. The course is relevant for teachers of any subject matter, with any amount of experience, teaching people of any age (2 to 80), teaching in any setting -- public schools, offices, museums, basketball courts, wherever one might want to help someone learn. The method is appropriate for doctoral research in various aspects of teaching and learning. In addition to the two-hour class, students attend a weekly two-hour section. Weekly reports, journals, and a final paper are required.

T-502 Learning Media that Bridge Distance and Time

Jody Clarke

Fall course; Monday; 10:00 a.m. - Noon; a lab will be held on Mondays, 2:00 - 4:00 p.m.; four credits

This introductory course depicts the ways in which learning and teaching across distance and time are similar to--and different from--face-to-face instruction. Participants will gain fluency in using various interactive media (e.g., threaded discussion sites, virtual environments, groupware, wireless handheld devices, videoconferencing, wikis, blogs); teaching frameworks, and pedagogical strategies (e.g., telementoring). The course presumes only a basic familiarity with computers, and extensive support is provided for learning the specific applications used in class. T-502 is suitable for students in any academic program who wish to develop greater knowledge about ways of learning across distance and time and the new interactive media that support this. Leading-edge theories, research, and practice in education are presented to emphasize the cognitive, affective, and social dimensions of mediated learning. Topics covered include methods for evaluating the effectiveness of distance education approaches, as well as the evolution of innovations such as multiuser virtual environments, computer-supported collaborative learning, and online communities of practice. Lab sessions focus on technical support, discussion, and special topics. Students are required to write one paper, selecting from five possible topics, and to create short artifacts that contribute to the collective knowledge of the class using various interactive media (such as asynchronous discussions, the course wiki, and blogs).

Course Corrections, Additions, and Changes

A- Courses

A-328, *Proseminar: School Leadership*, taught by Thomas Payzant, is limited to students in the School Leadership Program, and **requires permission of the instructor.**

H- Courses

H-370, *Social and Ethical Development in the Elementary and Secondary School Years*, taught by Robert Selman, **requires permission of the instructor, and will be offered Monday and Wednesday, 10:00 a.m. - Noon.**

S- Courses

S-010Y, *Answering Questions with Quantitative Data*, taught by John Willett, **will begin Tuesday, November 6, 8:30 - 10:00 a.m.**

S-522, *Analyzing Culture: Dialogue, Discourse, and Theme*, taught by Helen Haste, **no longer requires permission of the instructor.**

S-553, *Researching and Writing a Critical Literature Review*, a yearlong course co-taught by Eileen McGowan and Deborah Garson, **now requires permission of the instructor.**

T- Courses

The title for T-310A has been changed from *Pre-Practicum in Secondary Education* to *Pre-Practicum in Secondary Education (Mathematics or Science)*.

Spring 2008

Revised Course Descriptions

T-150 Curriculum Based on Understanding

Eleanor Duckworth

Spring Course; Monday; 4:00 - 9:00 p.m.; four credits

This seminar is designed for teachers (K-12 or other) with an interest in research related to curriculum. It is a follow-up to T-440, *Teaching and Learning: Critical Exploration in the Classroom*, which is a prerequisite. Curriculum is seen as ways of engaging students in attending to and learning about the matter at hand. The methodology to be practiced is introduced in T-440. Derived from Piaget and Inhelder's research methodology, it seeks to engage learners' thoughts and to follow the development of these thoughts over time. Each student will carry out weekly fieldwork in a subject matter s/he is interested in helping students learn. Issues arising in T-440 will be pursued. There will be weekly reports, a journal, and a final paper. Enrollment is limited; permission of the instructor is required.

T-545 Engagement and Learning: Technologies that Invite and Immense

Barry Fishman

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

There is no learning without engagement, but engagement without learning is all too prevalent in today's digital world. T-545 explores the relationship between technology, engagement/motivation, and learning. Technology and media have long been employed to create learning environments that draw learners in, engaging them in worlds both real and imaginary. Recently, interest has grown in the area of games and learning, with the argument that games are extremely motivating for learners, engaging them in rich virtual worlds that provide a powerful context for learning. Interest in learning through games is driven in part by a persistent belief that learning should be fun for students in order to keep their interest. But just because a student is deeply engaged in a task, does that necessarily mean that she or he is learning, or more pointedly, learning something of value? To date, little attention has been paid to how and what students learn from games. The modest literature consists almost entirely of essays, anecdotes, and small observational studies. There is an urgent need for more empirical approaches. T-545 will look at a broad range of examples of "engaging" games, as well as research and evaluation designs that can be used to study the learning impact of games and other immersive learning technologies. How would one investigate the learning impact of any technology? What would count as evidence? How are games similar to and different from other "engaging" learning technologies?

T-605 *The Work of Jean Piaget

Eleanor Duckworth

Spring course; Tuesday; 2:30 - 5:30 p.m.; four credits.

This course will approach a basic understanding of the theory, findings, and methods of Jean Piaget and his colleague Barbel Inhelder, giants of the 20th century who helped lay the foundation of the field of cognitive psychology. We will undertake careful study of a limited number of readings, along with some clinical practice. Periodic reports and a final examination will be required. Permission of the instructor is required.

Course Corrections, Additions, and Changes

A- Courses

A-120, *Major Issues in Federal Education Policy*, taught by James Kim, **now requires permission of the instructor.**

A-165, *The Economics of Education in Developing Countries*, taught by Karthik Muralidharan, **now requires permission of the instructor.**

A-713, *The Role of Policy in College Access and Success*, taught by Bridget Long, **has been bracketted, and will not be offered in Spring 2008.**

A-721, taught by Julie Reuben, **has a new title, *Curriculum and Instruction in American Higher Education*.**

AH-600, *Parenting, Schools, and Achievement*, taught by Nancy Hill, **no longer required permission of the instructor, nor has limited enrollment.**

H- Courses

H-810Y, *Developing Literacy among Adolescents*, taught by Michael Kieffer, **begins Wednesday, April 2, 2008 and ends Wednesday, May 7, 2008, from 4:00 - 6:00 p.m.**

S- Courses

H-810Y, *Developing Literacy among Adolescents*, taught by Michael Kieffer, **begins Wednesday, April 2, 2008 and ends Wednesday, May 7, 2008, from 4:00 - 6:00 p.m.**

T- Courses

T-210N, *Everyday Antiracism for Education*, taught by Mica Pollock, **no longer requires permission of the instructor.**

T-210S, *Understanding Immigrant Families: Relationship between Children, Parents, and Schools*, taught by Soo Hong, **begins Wednesday, February 6, 2008, and ends Wednesday, March 19, 2008.**

T-656, *Inquiry: Educating for the Unknown*, taught by David Perkins, **no longer has limited enrollment, nor requires permission of the instructor.**