

# Harvard Graduate School of Education

## Course Catalog Preview

---

### Education

Subject: Education

---

Education A011B Section: 1

Collaborative and Participatory Evaluation (180028)

Candice Bocala

2025 Fall (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Community members and stakeholders, or those who are directly involved in delivering or receiving a program's services, are often left out of the program evaluation process. This course explores how involving participants in program evaluation can create a learning community focused on evaluation and improvement. We will learn about common approaches to formative evaluation that require high levels of stakeholder participation. This is an introductory course into the practice of evaluation, with an emphasis on formative, collaborative, and developmental approaches. It is meant for students who will be working or leading in settings where they must collect and use information to build organizational capacity and affect change. Students will acquire essential program evaluation skills, such as understanding and diagramming logic models, communicating with key stakeholders, and generating relevant evaluation questions. Students will practice these skills in an authentic setting by working closely with a real organization and practitioners to document their program theories and proposed evaluation goals. At the end of this module, students will produce a complete program evaluation proposal for their partner organization. Students will also discuss and reflect upon how groups or organizations build capacity to engage participants in their own evaluation and improvement planning.

Class Notes:

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop a theory of action
HGSE: Content	formative evaluation
HGSE: Content	program evaluation
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	project-based learning
HGSE: Competencies	build partnership
HGSE: Competencies	develop research questions
HGSE: Competencies	conduct an interview
HGSE: Content	process improvement

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	reflective writing

---

## Education A011S Section: 01

Getting to Pilot-Ready (in Six Weeks) (216774)

Susan McCabe

2026 Spring (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

In this 6-week module, students will be introduced to a streamlined approach to organizing successful Pilot Programs that can spearhead innovation. This approach is heavily influenced by principles, theories, and best practices espoused in the Lean Startup, Continuous Discovery, Design Thinking, Backward Design, and the Diffusion of Innovation. The processes supporting product definition, validation, iteration, impact measurement, and speed-to-market are essential to be able to gather meaningful data, fine-tune product design, optimize go-to-market strategies, attract early adopters/influencers, and work towards sustainable, scalable change. This course gives students a playbook for planning a successful Pilot Program in formal and informal learning environments.

The Pilot approach that we will be using can be applied to ed-tech, digital tools, or media-based products, as well as new services, curricula, or programs. Students will have an opportunity to participate in "live" case studies with expert change makers/entrepreneurs, role-play pilot scenarios with peers, experiment with a variety of AI productivity/generative tools, test data collection methods, strategize pilot customer support options, and preview/discuss plans as they evolve. We will cover the advantages, challenges, dependencies, and potential risks related to piloting on location and/or online. Finally, we will review communication strategies that help to set expectations with pilot participants, keep sponsor/funder informed and engaged, facilitate monitoring of pilot issues/progress, capture compelling stories/testimonials, collect relevant data/insights, convert a pilot to a sale, and ultimately ensure satisfactory results for all involved. At the conclusion of this course, students will be ready to launch a well-orchestrated Pilot Program with a personalized Pilot Playbook.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	action research
HGSE: Content	entrepreneurship
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	budgeting
HGSE: Pedagogy	reflective writing
HGSE: Competencies	apply economic concepts
HGSE: Competencies	synthesize readings
HGSE: Content	values
HGSE: Content	policy
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Competencies	make a presentation
HGSE: Competencies	collect quantitative data
HGSE: Content	motivation

Attribute	Value(s)
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Content	data analysis
HGSE: Content	diversity equity inclusion
HGSE: Content	fundraising
HGSE: Content	innovation
HGSE: Pedagogy	readings
HGSE: Competencies	conduct an interview
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	collect qualitative data
HGSE: Content	value added
HGSE: Pedagogy	design thinking
Blue Course Evaluations	ALL

## Education A012 Section: 01

Why Innovations in Education Fail—and How They Can Succeed: From K to Gray (220735)

Michael Horn

2025 Fall (4 Credits)

Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The world is experiencing an unprecedented rate of change thanks to technology. Education—schools, companies, systems—must adapt rapidly, but our current tools and structures are failing students and society.

This course offers tested theories and frameworks grounded in real-world case studies to help you understand the current landscape and take an active role in reshaping education. Whether you are a (future) founder, a learning designer, a policymaker, an administrator, a teacher, an investor, or someone who simply wants to make a meaningful impact in education, this course will equip you to analyze different organizations/companies/systems and push for change at various levels of impact—from the system to the classroom. The theories we study will also explain why some innovations succeed while others fail.

Each class, we learn about a theory, such as disruptive innovation, and ground it in the work of real organizations and education companies from around the world. Students will use these frameworks to understand system dynamics, identify opportunities for change, and design solutions that are both effective and sustainable.

A012 is essentially a flipped classroom model. Class sessions are fully interactive. Students will engage in case studies, group discussions, simulations, and active learning. They will teach core theories to one another and apply them collaboratively to real-world education problems.

Many class sessions include visits (either in-person or virtually) from the individuals featured in the case studies. These conversations create opportunities to engage directly with people who are driving innovation in real-time. The course also draws on examples from around the world, including North America, Africa, Asia, and beyond. Students are encouraged to bring their own experiences and contexts into classroom

discussions.

Course assessment includes two major assignments: in addition to participation, there's a midterm paper applying one or two theories to an education innovation, and a final group project using multiple theories to analyze an education venture, intervention, or idea.

Importantly, A012 becomes a tight-knit community with strong friendships between its members that transcend the classroom beyond graduation.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	innovation
All: Cross Req Availability	Available for Harvard Cross Registration

Education A027 Section: 01

Strategic Finance for Nonprofit Leaders (180043)

James Honan

2025 Fall (4 Credits)

## Schedule:

MW 0900 AM - 1015 AM

Instructor Permissions: None

### Enrollment Cap:

n/a

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting;/resource allocation, cost containment and retrenchment, and strategy development;/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	scaling
HGSE: Content	organizations
HGSE: Competencies	prepare budgets
HGSE: Competencies	think strategically
HGSE: Content	nonprofits
HGSE: Content	strategic planning
HGSE: Pedagogy	case-method learning
HGSE: Content	leadership
HGSE: Content	financial management
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	read financial statements
HGSE: Pedagogy	guest speaker(s)

Education A027 Section: 01

Strategic Finance for Nonprofit Leaders (180043)

James Honan

2026 Spring (4 Credits)

Schedule:

MW 0900 AM - 1015 AM

Instructor Permissions: None

Enrollment Cap: n/a

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting&#x2F;resource allocation, cost containment and retrenchment, and strategy development&#x2F;strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	prepare budgets
HGSE: Competencies	read financial statements
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	nonprofits
HGSE: Content	scaling
HGSE: Content	leadership
HGSE: Content	financial management
HGSE: Content	strategic planning
HGSE: Content	organizations
HGSE: Pedagogy	case-method learning
HGSE: Competencies	think strategically

---

Education A096 Section: 1

Educational Product Practicum (224732)

David Dockterman

2026 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

14

The A096 Practicum is offered 2 times during J-Term - once during the week of January 5th and again during the week of January 12th. Each section is a different design challenge. Students may apply to multiple sections, but preference will always be given to new students.

In each intensive practicum, students will serve as design consultants to a business or nonprofit "client," gaining hands-on experience developing a design proposal for a new product, delivery platform, or feature for an existing program. The client—an educational content provider or publisher—will provide background information on the market, educational goals, and operational aspects of an authentic design challenge, including potentially proprietary information. Under the guidance of the instructor, who has over 40 years of experience developing educational products, students will work in small teams to produce research-based product proposals. Completing robust weekly deliverables, with periodic feedback from the client, will be critical to meet the timing demands of a real world need. Expect rapid iteration on problem definition, underlying research, design constraints, evidence of impact, and targeted "minimum viable products" (MVPs). At the end of the course, students will submit to the client a summary of research on the learning need and promising interventions; construct definitions and maps; analysis of implementation constraints and affordances; a feature-by-feature proposal with supporting research and suggestions for collecting evidence of change; an annotated bibliography and list of potential expert advisors; and/or select MVPs. The

client will credit students for any design ideas used in a future product, and students will be free to include their proposals (minus any proprietary information) in their professional portfolios.

Permission of the instructor is required. Course enrollment is limited to 12 students. The design challenges are live issues for the organizations and won't be finalized until weeks before each section begins. Read the section information carefully to be sure you apply and enroll for the desired time and challenge. For current information about the challenge and to apply for enrollment, go to: [A096 Sections Overview and Forms](#).

Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/6/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Content	universal design for learning
HGSE: Content	classroom instruction
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	field-based project
HGSE: Competencies	manage a consulting project
HGSE: Competencies	design a lesson
HGSE: Content	curriculum development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	diagnose complex problems
HGSE: Content	scaling
HGSE: Competencies	design an intervention
HGSE: Content	student achievement
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	collect qualitative data
HGSE: Content	learning theory
HGSE: Content	learning and teaching
HGSE: Competencies	conduct an interview
HGSE: Competencies	write a literature review
HGSE: Pedagogy	design thinking
HGSE: Competencies	develop a theory of action
HGSE: Competencies	assess cognitive challenges
HGSE: Content	motivation
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	collaborate
HGSE: Competencies	analyze qualitative data
HGSE: Content	cognitive development
HGSE: Content	innovation

---

Education A096 Section: 2

Educational Product Practicum (224732)

David Dockterman

2026 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

14

The A096 Practicum is offered 2 times during J-Term - once during the week of January 5th and again during the week of January 12th. Each section is a different design challenge. Students may apply to multiple sections, but preference will always be given to new students.

In each intensive practicum, students will serve as design consultants to a business or nonprofit "client," gaining hands-on experience developing a design proposal for a new product, delivery platform, or feature for an existing program. The client—an educational content provider or publisher—will provide background information on the market, educational goals, and operational aspects of an authentic design challenge, including potentially proprietary information. Under the guidance of the instructor, who has over 40 years of experience developing educational products, students will work in small teams to produce research-based product proposals. Completing robust weekly deliverables, with periodic feedback from the client, will be critical to meet the timing demands of a real world need. Expect rapid iteration on problem definition, underlying research, design constraints, evidence of impact, and targeted "minimum viable products" (MVPs). At the end of the course, students will submit to the client a summary of research on the learning need and promising interventions; construct definitions and maps; analysis of implementation constraints and affordances; a feature-by-feature proposal with supporting research and suggestions for collecting evidence of change; an annotated bibliography and list of potential expert advisors; and/or select MVPs. The client will credit students for any design ideas used in a future product, and students will be free to include their proposals (minus any proprietary information) in their professional portfolios.

Permission of the instructor is required. Course enrollment is limited to 12 students. The design challenges are live issues for the organizations and won't be finalized until weeks before each section begins. Read the section information carefully to be sure you apply and enroll for the desired time and challenge. For current information about the challenge and to apply for enrollment, go to: [A096 Sections Overview and Forms](#).

Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/13/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	assess cognitive challenges
HGSE: Content	cognitive development
HGSE: Competencies	manage a consulting project
HGSE: Competencies	design an intervention
HGSE: Content	classroom instruction
HGSE: Competencies	design a lesson
HGSE: Competencies	collaborate
HGSE: Content	student achievement
HGSE: Content	instructional design
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop a theory of action
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Content	learning and teaching
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	conduct an interview

Attribute	Value(s)
HGSE: Content	motivation
HGSE: Content	innovation
HGSE: Competencies	make a presentation
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	write a literature review
HGSE: Content	scaling
HGSE: Content	universal design for learning
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	learning theory
HGSE: Content	curriculum development
HGSE: Pedagogy	design thinking

## Education A101 Section: 1

Native Americans in the 21st Century: Nation-Building I (180055)

Randall Akee

Miriam Jorgensen

2025 Fall (4 Credits)

Schedule:

W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course examines the challenges that contemporary Native American tribes and nations face as they endeavor to rebuild their communities, strengthen their cultures, and support their citizens. The range of issues that Native leaders and policymakers confront is wide and encompasses political sovereignty, economic development, constitutional reform, cultural promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the interdisciplinary nature of current Native nation building. Research finds that effective nation building must be compatible with individual societies' cultures. Yet, American Indian tribes are culturally heterogeneous. Hence, there is not "one size" that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront Native societies. Scholars and leaders from the Harvard University Native America Program provide selected presentations. The class features frequent presentations from prominent Indigenous leaders, who provide their perspectives on the choices and constraints they confront in their nation building efforts. Non-HKS graduate students from all schools and departments in the university are welcome by cross-registration. Grades will be based on quizzes, policy briefs and a final project.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	economic development
HGSE: Content	culture
HGSE: Content	policy
HGSE: Content	race/ethnicity
HGSE: Content	social justice
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A102 Section: 01

Native Americans in the 21st Century: Nation-Building II (180056)

Eric Henson

2026 Spring (4 Credits)

Schedule:

T 0430 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

This community based research course focuses on some of the major issues Native American Indian tribes and nations face in the 21st century. It provides in-depth, hands-on exposure to native development issues, including: sovereignty, economic development, constitutional reform, leadership, health and social welfare, tribal finances, land and water rights, culture and language, religious freedom, and education. In particular, the course emphasizes problem definition, client relationships, and designing and completing a research project for a tribe, tribal department, or other entities active in Indigenous affairs. The course is devoted primarily to preparation and presentation of a comprehensive research paper based on work with a tribal community. In addition to hearing presentations on topics related to Native issues (from a range of guest speakers), students will make presentations on their work in progress and ultimate findings. Please send a few sentences describing your interest in the class as your "petition" to join.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	field-based project
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	ethnic studies

---

## Education A111C Section: 01

Politics and Education Change: Case Studies (180068)

Christopher Gabrieli

2026 Spring (2 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What does it take to achieve policy change in public education? In this module, we will study how and why education policy shifts (or doesn't) by looking at examples at the federal and state levels. We will explore and test a classic political science framework (John Kingdon's) for how policy agendas are set. Each week, we will focus on a specific policy change effort ranging from recent classic examples (Race to the Top under Obama/Duncan) to currently unfolding policy issues such as "free college" and whatever is emerging from the current political and policy landscapes. We will look at how individuals and institutions work to drive change and analyze their effectiveness. We will consider how to update Kingdon for today's world with explicit deep dives on how social media changes policy agenda setting and how the recent polarization and trend towards federal executive action impact agenda setting. Finally we will look at what might come next on the education policy agenda. We will draw on the instructor's own experience in seeking policy change and hear from weekly guests who are current leading advocates, participants, and critics to study the process and practice of policy change in American education.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Content	school reform
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze arguments
HGSE: Content	politics
HGSE: Content	policy
HGSE: Competencies	make policy recommendations
HGSE: Content	higher education
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture

Education A122A Section: 01

Family and Community Engagement in Education: Partnerships for Whole-School Improvement (180090)

Karen Mapp

2026 Spring (2 Credits)

## Schedule:

MTWRF 0830 AM - 0430 PM

### Instructor Permissions:

### Enrollment Cap:

50

This intensive, week-long J-term course brings together graduate students and education practitioners for a collaborative exploration of the evolving role of schools, families, and communities as partners in meaningful educational change. Together we will explore questions such as: Why are partnerships among schools, families, and communities now considered essential for whole-school improvement? How are effective partnerships developed and sustained? What strategies, frameworks, and practices best support lasting collaboration and improved student outcomes?

Unique to this combined offering will be a dynamic exchange of perspectives between HGSE graduate students and practicing educators—professionals who will be coming to HGSE for a week of learning to address pressing dilemmas and opportunities in their schools and districts. Throughout the week, students will examine and challenge their own beliefs about family and community roles in education; analyze case studies and current research on the impact of partnerships; engage with panels of experts and practitioners on promising practices and insights from the field; and collaborate in interactive discussions, small-group activities, and real-world projects. For the final paper, students will have the opportunity to propose a family engagement initiative using the learning from the course.

Students who complete the J-term course will have the option to enroll in a Spring 1 field experience module where they will work in teams on a family engagement deliverable for an educational organization.

## Class Notes:

Course enrollment is by application. To apply, complete the application on the Canvas course home page. The application deadline is 5:00PM ET on Monday Nov. 17th and students will be notified of acceptance by Friday Nov. 21st. Course will end at 2:30pm on Friday, January 9th, 2026. Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:30am on 1/6/2026.

## Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	team-based learning
HGSE: Content	families
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a literature review
HGSE: Content	social justice
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Content	diversity equity inclusion
HGSE: Competencies	make a presentation
HGSE: Pedagogy	field-based project
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	community
HGSE: Content	policy
HGSE: Pedagogy	peer learning
HGSE: Content	learning and teaching

## Education A122B Section: 1

Family Engagement in Education: Field Experience (227579)

Karen Mapp

2026 Spring (2 Credits)

Schedule:

W 0430 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course offers students a unique field experience opportunity to deepen their understanding of family and community engagement as a crucial element of whole-school educational reform. Building on the foundational knowledge from A122A, students will partner with practitioner groups such as local schools, districts, or nonprofit organizations on a family engagement-focused project. This two-way learning experience is designed both to advance ongoing family engagement initiatives within these partner organizations and to offer students hands-on practice in applying current family engagement theories, frameworks, and examples of promising practice.

Student teams will collaboratively tackle real-world situations and questions, learning directly from practitioners and contributing meaningfully to the day-to-day work of organizations committed to strengthening family partnerships. The culminating project deliverable to the site and final class presentation and final paper allows students to synthesize their learning and actively contribute to the efforts of their host organizations.

Open to students who have completed A122A (J-Term Module), this 2-credit spring course is ideal for those seeking practical, community-engaged experience in the field of family and community engagement.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education A132 Section: 1

Educational Innovation and Social Entrepreneurship in Comparative Perspective (180100)

Fernando Reimers

2026 Spring (4 Credits) Schedule: F 0900 AM - 1145 AM

Instructor Permissions: None Enrollment Cap: n/a

This project-based course supports students in designing a sustainable educational enterprise. Over the course of the semester, participants develop a viable education venture to improve educational opportunity. The course involves a series of activities and experiential workshops that walk students through the building blocks of creating an educational enterprise. Readings, discussions, conversations with guest speakers, and related activities examine the contributions of social entrepreneurs to expanding educational opportunity around the world. Students engage in weekly conversations with exemplary education entrepreneurs working domestically or internationally. Weekly discussion sections include workshops to build targeted skill sets. Students present their final work at an exhibition where they receive feedback from peers and from other entrepreneurs.

Class Notes: For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade. It may also be taken as an elective. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to ELOE students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	budgeting
HGSE: Pedagogy	readings
HGSE: Competencies	conduct an interview
HGSE: Content	leadership
HGSE: Content	organizations
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	causal reasoning
HGSE: Competencies	make a presentation
HGSE: Content	process improvement
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	think strategically
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	governance
HGSE: Content	entrepreneurship
HGSE: Competencies	write a research/analytic paper

Attribute	Value(s)
HGSE: Content	strategic planning
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	project-based learning

---

Education A143 Section: 01

Public Narrative (216517)

Sarah Elraheb

2025 Fall (4 Credits)

Schedule:

TR 0130 PM - 0245 PM

Instructor Permissions: Instructor

Enrollment Cap:

23

Questions of what am I called to do, what is my community called to do, and what we are called to do now are at least as old as the three questions posed by the first century Jerusalem sage, Rabbi Hillel:

If I am not for myself, who will be for me?

If I am for myself alone, what am I?

If not now, when?

This course offers students an opportunity to develop their own leadership practice by asking themselves these questions at a time in their lives when it really matters and, at the same time, learning how to ask them of others.

Public narrative is the leadership practice of translating values into action. To lead is to accept responsibility for enabling others to achieve shared purpose in the face of uncertainty. Because narrative engages the "head" and the "heart," it can both instruct and inspire, teaching us not only why we should act but also moving us to act. Storytelling is a discursive process with which individuals, communities, cultures, movements and nations can articulate values they share, construct shared identities rooted in those values, and enable mindful, agentic response to disruptive challenges to those values by accessing hope over fear; empathy over alienation; and self-worth over self-doubt. In short, we can use public narrative to assert the value of our own humanity, articulate the value of our shared humanity, and motivate action respectful of that humanity. We also give particular attention to enabling ourselves and others to deal with the challenges of loss, difference, domination and change.

All students interested in enrolling in MLD355: Public Narrative must submit a [Student Commitment Form](#) by midnight on September 3, 2025.

Contact [alyssa\\_ashcraft@hks.harvard.edu](mailto:alyssa_ashcraft@hks.harvard.edu) with any questions.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage families
HGSE: Content	leadership
HGSE: Competencies	analyze arguments
HGSE: Content	advocacy
HGSE: Content	classroom instruction
HGSE: Competencies	deliver a lesson
HGSE: Competencies	make a speech
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	mindfulness
HGSE: Content	relationships
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Content	motivation

---

Education A153 Section: 1

Culture & Arts Education Policy (225003)

Jenn Chang

2026 Spring (2 Credits)

Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap: n/a

This course examines the purposes, challenges, and opportunities of contemporary culture and arts education policies in the United States. Through a combination of lectures, case studies, guest speakers, and field visits to local policy and cultural institutions, students will explore topics such as the state of cultural and arts education policy today, the processes in which arts and cultural policies are designed, implemented, and advanced, as well as the challenges of using them to ensure equity and inclusion. Key questions addressed include: How are culture and arts education policies established? What functions do these policies serve in facilitating macro and micro-level change? How do these policies operate?

Each week students will hear from experts on critical cultural policy-related topics, analyze case studies, and engage in small-group discussions aimed to support reflection and analysis of real-world examples of culture, and arts education policies. Emphasis will be placed on understanding the historical, social, and political contexts that shape policy decisions and their implications for diverse populations. The course aims to equip students with a comprehensive understanding of how different governments and institutions design, implement, and evaluate policies to promote cultural and arts engagement within educational and social systems. This course is ideal for students interested in arts education, cultural policy, educational leadership, and international education development.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education A158 Section: 1

K-12 Education Policymaking in the U.S.: A View from the States (224970)

James Peyser

2025 Fall (4 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

40

\*Lottery-Based Enrollment\* The purpose of this course is to provide an overview of the role and impact of state governments in setting and implementing K-12 education policy in the United States, with a focus on major issues that affect instructional practice and student outcomes.

In the complex intergovernmental partnership that comprises U.S. public education, states have the primary responsibility for establishing local school systems, ensuring adequate and equitable resources, training and certifying educators, implementing common assessment and accountability systems, and overseeing compliance with regulations to ensure equal access. It's impossible to understand current education policy without a thorough grasp of the role, responsibilities and challenges facing state governments as they exercise their leadership over public education.

This course will introduce students to the major structures and systems of public education, with special focus on relevant issues of greatest importance and controversy through the perspectives of policymakers and practitioners. It will place a premium on engagement in classroom discussions, group presentations, and individual writing assignments that encourage a pragmatic evidence-based approach to analyzing issues, while providing a window into the complexity and limitations of policymaking.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A159A Section: 1

Revolutionizing Leadership: Transforming Systems from the Inside Out With Purpose and Love (226860)

Shawn Ginwright

2026 Spring (2 Credits)

Schedule:

MTWR 0900 AM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

\*Lottery-based Enrollment\* This course explores the transformative framework of Healing-Centered Leadership, as articulated in The Four Pivots by Dr. Shawn Ginwright. Rooted in the intersection of sociology, leadership, and personal inquiry, this course offers students a comprehensive understanding of how personal healing and collective transformation can drive sustainable systemic change, create inclusive environments, and build resilient leadership practices.

The course centers on Ginwright's Four Pivots framework, which calls for four key shifts in leadership: Awareness, Connection, Vision, and Presence. Each of these pivots challenges traditional, often oppressive, leadership models by advocating for more self-aware, healing-centered, and community-centered approaches to leadership. Students will examine these pivots in detail, learning how to apply them to their own leadership practice and organizational structures.

Through case studies and hands-on application, students will analyze real-world scenarios where healing-centered leadership practices have been successfully or unsuccessfully implemented, exploring both the challenges and successes of such initiatives. These case studies will include examples from organizations that have adopted healing centered leadership approaches to social and community change. Students will examine the pivotal role that leadership played in these cases, with an emphasis on understanding how the shifts in Awareness, Connection, Vision, and Presence impacted organizational culture, community dynamics,

and overall outcomes.

Students will also engage in experiential learning activities that allow them to integrate healing-centered leadership principles into their own leadership styles. These activities will include leadership simulations where students will practice leading through healing-centered and community-focused lenses in challenging, real-world scenarios; collaborative group projects in which students design and implement leadership strategies for hypothetical organizations, with a focus on integrating the four pivots; and community engagement exercises where students will connect with local organizations or groups to develop action plans that promote healing and transformative leadership practices.

By the end of the course, students will have a practical toolkit for incorporating healing-centered leadership into their personal leadership journey and organizational practices. They will have developed skills to assess organizational culture, facilitate healing spaces, build inclusive relationships, and create sustainable strategies for long-term transformation.

Note: This course is designed and delivered in a collaborative manner with an HGSE professional education program. In whole-class sessions, students will work side-by-side with educators who have come to Cambridge to immerse themselves in a professional development. This course is designed for graduate students seeking to become leaders in education, social justice, community organizations, or nonprofit sectors. Students will leave with both the theoretical knowledge and the practical skills to lead in a way that fosters collective empowerment, resilience, and social equity.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information. Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/13/2026.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	JAN - Residential Courses
HGSE: Limited Enrollment	JAN -XREG Allowed

---

Education A162 Section: 01

The Art and Science of Portraiture (180115)

Irene Liefshitz

2026 Spring (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions:      Instructor

Enrollment Cap:

15

Created by Dr. Sara Lawrence-Lightfoot four decades ago, portraiture is a method of social science inquiry distinctive in its blending of art and science, aesthetics and empiricism. This seminar illuminates the origins, purposes, and features of this method, placing it within the larger discourses of social science disciplinary frameworks, and mapping it on the broader terrain of qualitative research. Through researching and writing

portraits of individuals, institutions, relationships, processes, or concepts, seminar members learn the tools and strategies of rigorous data gathering, systematic empirical description, discerning analysis, and narrative composition. This is a working seminar with class members serving as discussion leaders, critics, and respondents of each other's work.

Application and permission of instructor required. Enrollment is limited to 15. Prerequisites: background or strong interest in research design, qualitative inquiry, aesthetics and empiricism, literary narrative, or the arts. Application and enrollment instructions are posted on the course website.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
Blue Course Evaluations	ALL

Education A164 Section: 01

Education Policy and Program Evaluation (180117)

Thomas Kane

2026 Spring (4 Credits)

## Schedule:

M 0430 PM - 0715 PM

## Instructor Permissions:      Instructor

## Enrollment Cap:

30

Most policy changes—in education as in every other field-- do not work as intended. Human behavior is complex; it is just too hard to anticipate whether students, parents and teachers will react in the intended way. Thus, policymakers must recognize opportunities to learn: to identify comparison groups for their initiatives, to implement new programs in ways which lend themselves to evaluation and to be consumers of efficacy research done in other settings. In this class, we will discuss the key controversies in education policy over the last 30 years and the evidence which has been collected thus far on each of them. Along the way, we will discuss alternative evaluation designs—randomized trials, difference-in-differences, regression discontinuity and value-added (covariate adjustment)—and the conditions conducive to each. No single policy idea in vogue today could make a bigger difference two decades from now than creating the infrastructure for testing a series of evolving ideas. We will discuss how other fields—from retail sales to pharmaceuticals—have created systems to generate sustained improvement, and explore ways similar progress could be made in education and other fields of social policy.

Prerequisites: Successful completion of S-040 (HGSE), API-202 (HKS), or prior equivalent training in multiple regression.

Location: TBA, HKS Campus.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	analyze student data
HGSE: Pedagogy	field-based project

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Competencies	synthesize readings
Blue Course Evaluations	ALL
HGSE: Competencies	make a presentation
HGSE: Content	accountability
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	foundational quantitative methods

Education A170 Section: 1

Designing Healing-Centered Programs for Youth (224881)

Shawn Ginwright

2026 Spring (4 Credits)

## Schedule:

T 0300 PM - 0545 PM

### Instructor Permissions:

## Enrollment Cap:

25

How do we build programs that don't just serve youth—but heal, inspire, and liberate them? This course is a laboratory for designing programs that center youth voices, build cultural belonging, and promote individual and collective healing. Students will draw from restorative practices, Black and Indigenous wisdom, positive youth development, and systems thinking to co-create youth programs that are transformative—not just transactional.

This course challenges students to move beyond trauma-informed care and into the radical terrain of healing-centered engagement—an approach rooted in love, culture, joy, and justice. Grounded in the work of Dr. Shawn Ginwright, this hands-on course invites students to critically examine the systems that harm youth while building bold alternatives that nurture their wholeness.

Through real-world case studies, co-design labs, and community dialogue, students will develop the tools to create culturally-responsive, strengths-based youth programs that are deeply rooted in wellbeing, identity, purpose, and social change. Whether working in education, public health, youth organizing, or social work, participants will leave this course equipped to design programs that center not what's wrong with young people—but what's right with them.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A205 Section: 1

Microeconomics of Education (180136)

Vesall Nourani

2025 Fall (2 Credits)

## Schedule:

TR 1030 AM - 1145 AM

### Instructor Permissions:      Instructor

### Enrollment Cap:

40

\*Lottery-based Enrollment\* This course introduces students to fundamental principles of microeconomics with a focus on questions relevant to education. The main goal is to train students to appreciate the power of precise and analytical thinking through the lens of economic models of human behavior. Given that these models have powerful implications for policy choices, emphasis will also be placed on the limits and strengths of such analytic thinking. Examples of policy problems are drawn from early childhood education, elementary and secondary education, and post-secondary education in a variety of countries. The course has

at least two secondary goals, including: 1) helping participants link the implications of economic models to empirical research questions and 2) linking models covered in the course to recent research when appropriate. A structured sequence of readings and problem sets are required of all students. The course is an introduction to the principles of microeconomics with a focus on education; thus, students who have had intermediate microeconomics should not take this course. Students should have experience with reading graphs and be competent in algebra.

Enrollment is limited and will be determined via the centralized HGSE course lottery. Interested students must follow the lottery protocols shared by the Office of the Registrar to be considered.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	economics
HGSE: Pedagogy	lecture
HGSE: Competencies	write a policy memo
HGSE: Limited Enrollment	XREG Allowed
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	problem sets

---

Education A206 Section: 1

Understanding Educational Inequality through the Lens of Economics and Race (212560)

Peter Blair

2026 Spring (4 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course provides students with an introduction to how economists think about the role and value of education within the broader society, with a special emphasis on issues of racial inequality seen through an economic lens. Understanding education through this lens is vital for educators, future policy makers, education reformers and scholars because of the central role that economic analysis plays in shaping the public discussion on education. An aim of this course to equip students to make, understand, and challenge these economic arguments. In the first half of the course we will develop a common language and toolkit. Developing this toolkit will happen in the context of a team-based approach to learning. In the second half of the course we will do a deep dive into understanding several contemporary issues in education with a special focus on higher education and issues at the intersection of race, racial inequality, and education. In particular, we will critically examine the economic arguments used in legal cases on affirmative action in higher education and explore issues of inequality in higher education that derive from access to college, especially in elite colleges and universities. We will also look at alternative credentials such as occupational licensing, which now affects 25% of US and 22% of European Union workers, to explore how they interact with educational inequality.

No prerequisites; open to all. Everything need to succeed in this course will be taught as part of the course. It is open to master's and doctoral students at HGSE and other departments across the university and to interested undergraduates.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze quantitative data
HGSE: Content	testing

Attribute	Value(s)
HGSE: Content	race/ethnicity
HGSE: Pedagogy	lecture
HGSE: Competencies	understand data
HGSE: Pedagogy	team-based learning
HGSE: Content	economics
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	analyze arguments
HGSE: Content	higher education
All: Cross Req Availability	Available for Harvard Cross Registration

Education A212 Section: 1

Moral Leadership: Ethics in Public Life (218703)

Mathias Risse

2025 Fall (4 Credits)

## Schedule:

F 1200 PM - 0115 PM

MW 0130 PM - 0245 PM

### Instructor Permissions:      Instructor

### Enrollment Cap:

15

DPI-202 examines moral leadership in the context of professional public service. It focuses on cultivating proficiency in a range of skills that together help to ground moral action. These skills include: 1) accurately perceiving the moral dimensions of situations that arise in public service, 2) adequately weighing moral tradeoffs that have to be made as part of strategic action, and 3) effectively putting into reflective equilibrium, the verdicts of the heart and those of the head. Additionally, DPI-202 promotes 4) the capacity to entertain different moral perspectives, that is, the ability to temporarily live in another person's moral universe and see the world through their eyes. The ability to do this well is an essential component to successfully practicing the skills needed for virtuous action. The class will be largely case-based, but also introduce moral and political theory and material from adjacent fields as needed to work through the cases. We will also prominently integrate quite a number of movies, both for the sake of making the cases come alive and to conceptualize how media representation of human experience can influence how people think about challenges.

Class Notes: A212 will have an additional, optional meeting on Fridays from 12:00-1:15pm in Wexner 332.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	values
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	leadership

---

## Education A222 Section: 01

Higher Education and the Law (180151)

Philip Catanzano

2026 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Post-secondary institutions are not only an important part of our broader society, but they also function as a microcosm of society – with their own internal hierarchies, bureaucracies, rules, and procedures. But not every institution is treated the same under the law or confronts the same problems. Public universities and private universities are often held to different legal standards; large institutions and small institutions often have different concerns and motivations. Each of these types of institutions – public or private, large or small – also have to comply with mandates set by various public and private actors, including governmental actors (federal, state, and local) or private accreditation agencies. And that does not even begin to look at the interests of other stakeholders, like students, boards of trustees, alumni, and others. In sum, the law of higher education is a challenging area to navigate, and it has become even more complicated as the federal government has taken a more adversarial posture with higher education institutions in recent years. In keeping with the traditional seminar format, we will cover many different topics over the course of the semester, many of which are standalone classes (e.g., intercollegiate athletics, disability law). While you will not be an expert in the areas we cover upon the completion of this seminar, it is expected that you will have a good working knowledge of the major issues impacting colleges and universities, as well as how they fit together.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	law
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	synthesize readings
HGSE: Competencies	think strategically
HGSE: Content	organizations
Blue Course Evaluations	ALL
HGSE: Competencies	interpret laws
HGSE: Pedagogy	case-method learning
HGSE: Content	higher education
HGSE: Content	policy
HGSE: Pedagogy	peer learning

---

## Education A235 Section: 01

Legal Issues in K-12 Education (220678)

Philip Catanzano

2025 Fall (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course is designed to provide an overview to legal issues impacting K-12 education in the United States. We will begin by learning how the legal system works, generally, and how to navigate legal tools, e.g., cases, statutes, regulations. We will then begin to address specific legal topics in K-12 education, including sections on the First Amendment, which historically protects speech and expression; the Equal Protection Clause,

which historically prohibits different treatment on the basis of race, gender, and other similar categories; related non-discrimination laws like Title VI of the Civil Rights Act and Title IX of the Education Amendments; finally, we'll discuss other legal issues that may arise at the K-12 level (e.g., due process and discipline, search and seizure issues, etc.). There is also a separate disability law module, as that is a very big area, so we may or may not incorporate disability law into the class depending on time. (\*Note that other countries have different legal systems that operate differently from the United States. Because there is so much to cover, we do not explore other legal systems in any real depth.)

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	law
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	interpret laws
HGSE: Content	civil rights
HGSE: Competencies	examine trends

Education A238 Section: 1

Disability Law: An Overview of How the Law Works in K-12 and Post-Secondary Education (220703)

# Philip Catanzano

2025 Fall (2 Credits)

## Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

## Enrollment Cap:

n/a

This course will address several areas of disability law, including physical accessibility, digital accessibility, service animals and emotional support animals, the process to request and receive accommodations, and other related areas. Note that this course is designed to discuss both K-12 and higher education disability law, and will focus primarily on the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Fair Housing Act as it applies to residential services on post-secondary campus and related rights. It will discuss generally the technicalities of the Individuals with Disabilities Education Act (commonly known as "IDEA"), given that law could subsume the entire course. Even though not focused on every aspect of the IDEA, we will discuss how the special education process works at K-12, from duties on school districts to locate and evaluate students with disabilities, through program development, and up to and through litigation when school districts and students cannot reach resolution. A similar approach will be taken with regard to the process at post-secondary institutions.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Competencies	interpret laws
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	synthesize readings
HGSE: Content	civil rights
HGSE: Competencies	think strategically

Education A301 Section: 1

How School Boards Shape Education (225815)

Scott Levy

2026 Spring (2 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

30

**\*\*Lottery-based Enrollment\*\*** Not long ago, America's local school boards were viewed as unexciting entities that conducted mundane district business, and they were often an afterthought in academia and among education reformers. More recently, across blue, purple, and red states, school boards have become highly visible battlegrounds, adjudicating some of the most contentious issues of our time. This course engages participants in essential education governance questions and explores why school board politics are often so charged. Do school boards matter? How do they function? How has their role evolved over time? Are they the optimal way to govern schools or is there a better alternative? In addition, the course will analyze board governance best practices, including the board-superintendent relationship and interaction with teachers, administrators, unions, policy makers, and community members. Lastly, we will explore the connection between school boards and democracy more broadly.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	governance
HGSE: Pedagogy	small-group discussion
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	policy
HGSE: Pedagogy	case-method learning
HGSE: Content	organizations
HGSE: Competencies	write a research/analytic paper
HGSE: Content	system-level leadership
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	synthesize readings
HGSE: Competencies	diagnose complex problems
HGSE: Content	strategic planning
HGSE: Content	decision-making
HGSE: Pedagogy	guest speaker(s)

---

Education A302 Section: 1

Leading for Transformative Change in U.S. School Systems: Navigating through Complexity (214592)

Christina Grant

2026 Spring (4 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

What does it take to design and implement transformation strategies within a traditional PK-12 public school system? In this course, we will focus on how to enact meaningful, system-wide change with clear purpose and intentionality. We will explore the leadership actions necessary to drive innovation, foster change, and build capacity for school-centered transformation. The course is centered on school systems—not individual

classroom instruction—yet is anchored in the vision of excellent teaching and learning for every student. Through a detailed analysis of school district efforts to revamp human capital systems, decision-making processes, stakeholder engagement, resource allocation, and cultural norms, we will leverage live cases to unpack how districts are reimagining education systems to create environments that support vibrant, high-quality instruction for all learners. In addition to understanding what must change at the system level, we will examine how leaders can strategically implement these changes over time, paying attention to personal identity, the stages of change, and the political landscape. This course moves beyond theory, offering lively, real-time conversations rooted in actual district practice and authentic challenges.

There are no prerequisites, but it is recommended that participants have already done some personal exploration of their racial and intersecting identities and have grappled with issues of racism, anti-racism, and racial equity in schools. Students will be asked to fill out a pre-class survey.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	community
HGSE: Competencies	develop a theory of action
HGSE: Competencies	think strategically
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	analyze arguments
HGSE: Content	relationships
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	strategic planning
HGSE: Content	culture
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	values
HGSE: Content	partnerships
HGSE: Content	teachers
HGSE: Content	organizations
HGSE: Content	identity
HGSE: Content	decision-making
HGSE: Content	leadership

---

Education A305 Section: 1

Deeper Learning for All: Designing a 21st-Century School System (180166)

Jal Mehta

2025 Fall (4 Credits)

Schedule:

W 0930 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

40

From the classroom to the statehouse, education discussions today are rife with the idea that all students should graduate from high school "college and career ready," able to do the kind of advanced critical thinking that is so necessary for participation in modern life. But these expectations are placed

on a school system that is not remotely equipped to realize them. American schooling assumed its modern form at the beginning of the 20th century and still bears the heavy imprint of its industrial era origins as a command-and control-bureaucracy. This course will examine what it would mean to rethink those assumptions and design anew a 21st-century system that would support deeper and more engaging instruction for all students. Students will move across levels, ranging from in-depth exploration of the nature of good teaching and learning at the classroom and school level, up through what district, state, and federal policies would support such a transformation, as well as how other countries have organized their systems to aim for high-quality schooling for all students. Readings will span these subjects. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward-looking way; these ideas will be presented in a culminating exhibition to a diverse group of educational stakeholders. Students will also learn concrete skills around evaluating instruction, as well as how to utilize the design process.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Content	leadership
HGSE: Pedagogy	design thinking
HGSE: Competencies	design an intervention
HGSE: Competencies	think strategically
HGSE: Competencies	make a presentation
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	collect qualitative data
HGSE: Content	policy
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	learning and teaching
HGSE: Competencies	analyze qualitative data
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections
HGSE: Content	pedagogy
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a school
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	experiential learning

---

## Education A310C Section: 1

Faith, Education, and Leadership (214534)

Irvin Scott

2026 Spring (2 Credits)

Schedule:

W 0900 AM - 1100 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Across America, students in rural, suburban, and urban areas experience the daily effects of inequity on their educational journeys. From under-resourced schools and communities to a lack of teachers and staff to properly train students, our children in America are suffering from academic and emotional outcomes that make navigating their futures incredibly challenging. At the same time, we know that faith provides stability, support, and guidance to millions of young people, families, and communities across the United States. And, we know it is especially pivotal for vulnerable communities (i.e. Black, Latinx, immigrant, other marginalized communities). Churches, mosques, temples, and other religious centers often take the lead in giving at-risk children academic assistance, mentorship, and lessons in resilience and self-control. At the Leadership Institute for Faith and Education (LIFE)—the impetus for this module—we believe that schools have the opportunity to leverage the support these institutions provide to enhance, empower, and raise achievement levels of all kinds for children across America. Historically, communities across the country have created the change they want to see locally through reaching across divides and building relationships, programs, and advocacy together, and we believe the same is true of faith and educational communities coming together. In this module, we will ask what role faith plays in the development of our personal identities as educational practitioners, how faith communities can become more engaged partners in improving student outcomes, and what it might look like to design an impact-orientated faith and education partnership with people of different faith perspectives.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A310G Section: 01

Data Wise: Educators Collaborating So Each Learner Thrives (180177)

Kathy Boudett

2026 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 0400 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What would it look like, feel like and sound like if schools were filled with educators collaborating so each student thrives? This course supports you in developing the habits of mind needed to use collaborative data inquiry to build more equitable schools. We use the step-by-step [Data Wise improvement process](#) as our lead framework and explore the equity questions that are essential to address at each step. The course will prepare you to lead teams of educators in collaborative analysis of a wide range of data sources, including student work, formative assessments, annual standardized tests, interviews, and classroom observations.

Through interactive hands-on activities you will learn tools for presenting, discussing, and acting on data. In whole-class sessions, you will work side-by-side with educators who have come to Cambridge to immerse themselves the [Data Wise Leadership Institute](#). In integration sessions, you will discuss the implications of course readings for practice. Finally, in meetings with your team of HGSE students, you will grapple with the challenges of maintaining a relentless focus on evidence and hone your ability to take an equity lens to the

work of improvement. By the end of the course, you will have co-created a plan for launching collaborative data inquiry in a school and completed reflective assignments that capture how your thinking has evolved around your role in disrupting patterns of oppression in the education sector.

No prerequisites. Degree-program students enroll using the standard course registration process; professional education participants apply here: <http://www.gse.harvard.edu/ppe/data-wise-portfolio>.

Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/13/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Competencies	E&O Electives
HGSE: Content	principals
HGSE: Content	organizations
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	field-based project
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	team-based learning
HGSE: Content	process improvement
HGSE: Content	assessment
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	teams
HGSE: Content	decision-making
HGSE: Competencies	facilitate group process
HGSE: Content	student achievement

---

Education A310N Section: 1

Coaching with Equity in Mind (216810)

Kathy Boudett

Michele Shannon

2025 Fall (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What are best practices in using coaching as a strategy for capacity-building of individuals? And how can we use this strategy to shift educational institutions to become more equitable? This course invites you to explore how coaching can help individuals lean into their strengths, recognize their biases, and coach with an awareness of the ways in which social identity and dominant culture impact the coaching relationship. As part of our class time, each week you will engage in a coaching practicum where you use a research-based

coaching format to work with peers to practice key skills related to coaching with equity in mind. These skills include developing rapport, building trust and psychological safety, actively listening, effectively questioning, working through levels of dialogue and providing actionable feedback.

During this practicum, you will coach a peer on cultivating their chosen equity leadership disposition (<https://www.leadershipacademy.org/resources/equity-leadership-dispositions-2/>). The beauty of coaching is that you don't need to be an expert in the area that your coachee chooses; you just need to be able to listen carefully and create a holding environment where they can do their own learning. Through targeted feedback from peers and teaching team members, you will leave this course with improved basic coaching skills. You will also leave with a deeper understanding of how to integrate equity leadership dispositions into your practice.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	leadership
HGSE: Content	principals
HGSE: Content	professional development
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Content	culture
HGSE: Content	system-level leadership
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	mindset
HGSE: Content	diversity equity inclusion
HGSE: Competencies	E&O Electives
HGSE: Content	coaching
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	peer learning
HGSE: Content	social justice
HGSE: Content	identity
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	relationships

---

#### Education A310R Section: 1

Independent Schools: Leadership, Opportunities, Challenges (214365)

Richard Melvoin

2025 Fall (2 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions:      Instructor

Enrollment Cap:

25

\*Lottery-Based Enrollment\* Independent schools teach fewer than 10% of America's children, yet their role can be significant, and opportunities for students, teachers and administrators who want to make an impact on the world can be profound. This module provides an introduction to different dimensions of working in and leading an independent school. The course will explore the importance of mission, vision, and the

evolving ways in which independent schools are addressing issues of diversity, equity, inclusion and justice. Using numerous case studies, discussions will focus on leadership challenges: from admissions and financial aid policies to hiring faculty, from building a budget to handling disciplinary cases -- and through all of this the ethical, legal and pastoral dimensions of headship. Recognizing that all schools today face profound questions of both what and how to teach, the course will also explore questions of curriculum and pedagogy. Between readings, cases, and spirited discussion, students will better understand the nature of independent schools, their evolving mission, the great opportunities they provide for both students and faculty, and the particular challenges of independent school leadership.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	design a school
HGSE: Competencies	leadership
HGSE: Content	admissions
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	small-group discussion
HGSE: Content	financial management
HGSE: Content	career development
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	case-method learning
HGSE: Competencies	diagnose complex problems
HGSE: Content	ethics
HGSE: Competencies	think strategically

Education A310W Section: 01

Leading Strategically: Building Skills for Effective Leadership (215779)

Elizabeth City

2026 Spring (2 Credits)

Schedule:

M 0430 PM - 0740 PM

Instructor Permissions: None

Enrollment Cap: n/a

What does it mean to "lead strategically" in your professional life? How might strategic mindsets and tools apply across all dimensions of your life? How do you avoid typical pitfalls, like trying to do too many things or strategy living in the leader's head rather than being shared and driven by a variety of stakeholders? How can you be proactive rather than reactive? How does strategy translate to the daily work of organizations and leaders? This module prepares you to be a more strategic leader by partnering to answer these and other questions leaders face when trying to accomplish great things in complex contexts. The module is designed for leaders in a variety of environments - preK-12 schools and school systems, higher education, non-profits, mission-based for-profits, state and federal education agencies, entrepreneurial endeavors, U.S. and international. The module is hands-on and interactive, including self-assessment, peer interaction, and practice with tools you can use at the organizational level and in your own daily and regular work.

\*Note on class meetings: this course meets in whole group for ~2 hours a week and small group for ~1 hour/week, all of which happens between 4:30 and 7:40pm on Mondays.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	decision-making
HGSE: Content	strategic planning
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	teams
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop a theory of action
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	small-group discussion

### Education A311A Section: 1

Leading a School Through Challenge and Crisis (217441)

Richard Melvoin

2026 Spring (2 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

25

\*Lottery-based Enrollment\* Harvard's famous anthem Fair Harvard sees "calm rising thro' change and thro' storm." But school leaders are the ones who have to take the tiller and figure out the way to steer through the storm. Recent school years provide staggering cases, from the pandemic to issues of racial justice and culture wars. How could leaders respond to these crises in real time? How does one also find the inner calm to be able to lead effectively? The thrust of this case-based, discussion-based course is to challenge students to problem-solve the widely varied kinds of problems – and yes, crises – that school leaders face. They range from the immediate – the death of a student, the threat of an armed person on campus, a racist incident – to possibly less urgent but no less real crises: a slashed budget, crumbling infrastructure, reports of sexual assault. By working through specific cases, this course will illuminate larger operational and strategic issues that are part and parcel of the work of a school leader. While some cases will be drawn from the instructor's direct experiences in leading an independent school, the issues addressed will be central for students aspiring to lead all manner of schools: public, charter, faith-based, and private. Readings will be drawn from several sources that focus on the nature of leadership, both in the world of schools and beyond.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	leadership
HGSE: Content	politics
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	ALL
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	think strategically

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	leadership
HGSE: Content	decision-making
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	engage in difficult conversations
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	case-method learning

## Education A314 Section: 1

Collaborative Action for Children: Redesigning Education for Equity (180181)

Rob Watson

S. Paul Reville

2026 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

37

This is a university-wide course devoted to conceiving and developing a vision and strategic plan for a broader, deeper education system featuring comprehensive, integrated systems of education, child development, health and human services and out-of-school learning. The course focuses on place-based cradle-to-career collaborative action to create holistic, child development and education systems. Together we will build understanding around the challenges involved in creating community-based systems that meet children - and families - where they are and provide the support and opportunities they need to succeed inside and outside of school.

Additionally, the course will explore collective impact models in urban, suburban and rural communities across the country and feature case studies and class visits from exemplary collaborative action leaders. We will examine equity-centered approaches to mitigating the effects of intergenerational poverty on children's lives and provide students with the opportunity to work on in-depth field experience projects in partnership with local communities. Through participation in this course, students can expect to develop design thinking skills and a deeper understanding of the application of design thinking to address the challenges of poverty and underperformance in US school systems.

The course will also explore the advocacy and policy targets necessary to address the underlying conditions of poverty and generating and aligning sustainable resources to construct more equitable systems. Upon completion of the course, students' will have an increased understanding of collaborative action, an ecosystem approach to child development and education, and the development of cradle-to-career systems of opportunity that advance socioeconomic mobility. This course will offer students an opportunity to develop cross-sector leadership skills and work with peers from diverse professional backgrounds and degree programs.

Permission of instructor required. More information will be posted on the course website. This course is available for cross-registration.

Students interested in enrolling in the course should complete the course application form [linked here](#) by Wednesday January 21, 2026 at 8:00 PM Eastern Time and request instructor permission in [my.harvard.edu](#). Students will be notified of admission to the course on Thursday January 22, 2026. Students who apply after the course application deadline will be considered on a rolling basis until we reach our course capacity limit. Please reach out to [rob\\_watson@gse.harvard.edu](mailto:rob_watson@gse.harvard.edu) with any questions.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	community
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	team-based learning
HGSE: Content	mental health
HGSE: Competencies	practice equity and inclusion
HGSE: Content	action research
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking
HGSE: Competencies	make a presentation
HGSE: Content	social networks
HGSE: Content	advocacy
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A320 Section: 01

Building a Democratic School or Non-Profit: School Design Workshop (180185)

Linda Nathan

2026 Spring (4 Credits)

Schedule:

R 0300 PM - 0600 PM

Instructor Permissions: None

Enrollment Cap:

21

\*Lottery-based Enrollment\* Boston's pilot school initiative, begun in 1994, was in the forefront of a national movement to create small, innovative learning communities as alternatives to traditional ways of organizing public education systems. This course, taught by the founding headmaster of one of Boston's most successful pilot schools (the Boston Arts Academy), examines a wide range of issues related to the philosophy, planning, governance, and sustenance of nontraditional public schools, including charter schools or non-profit organizations. The course is intended for students with significant experience as teachers or administrators and for those who wish to become school leaders, school or nonprofit designers or program or policy designers. Students will be expected to reflect on their own experience as material for analysis in written assignments and class discussions. All students will design a school or a nonprofit. The class will operate as a studio workshop as much as possible. Although the readings primarily focus on US based schools, designers from outside of the US are encouraged to enroll.

Enrollment is limited. Instructions for enrollment will be posted on the course website. Due to the nature of this course, it is strongly preferred that students take it SAT/NCR.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A323Y Section: 1

Data Wise Coach Certification (203666)

Kathy Boudett

2025 Fall (0 Credits) Schedule: T 0430 PM - 0630 PM

Instructor Permissions: Instructor Enrollment Cap: 10

This 2-credit yearlong course provides HGSE students who have been accepted into the [Data Wise Coach Certification \(DWCC\) program](#) with the structure and support needed to complete the requirements of the program by April 2026. These requirements include: (1) Building Data Wise coach competencies by engaging in specific learning activities, (2) Documenting your insights in a written portfolio and revising to take feedback into account, and (3) Sharing your learning in a live virtual portfolio review to which the whole coach network is invited. The culminating project for this course is the Data Wise Coach Certification Program portfolio review. Once certified, Data Wise coaches are qualified to: Teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry, Coach teams as they work their way through a cycle of inquiry, and Serve as mentors to aspiring coaches who are teaching fellows in Data Wise programs.

Permission of instructor required. Prerequisite: Acceptance in March 2025 into the Data Wise Coach Certification Program. Additional information available at <http://www.gse.harvard.edu/ppe/program/data-wise-coach-certification>.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teams
HGSE: Content	organizations
HGSE: Content	student achievement
HGSE: Content	decision-making
HGSE: Content	assessment
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	principals
HGSE: Pedagogy	field-based project
HGSE: Competencies	facilitate group process
HGSE: Competencies	create data visualizations
HGSE: Competencies	think strategically
HGSE: Content	process improvement
HGSE: Pedagogy	small-group discussion
HGSE: Content	leadership
HGSE: Content	instructional design
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing

---

## Education A324Y Section: 1

Data Wise Coach Certification (203667)

## Kathy Boudett

2026 Spring (2 Credits)

Schedule:

T 0430 PM - 0630 PM

Instructor Permissions: Instructor

Enrollment Cap:

10

A323Y/A324Y is a 2-credit yearlong course provides HGSE students who have been accepted into the [Data Wise Coach Certification \(DWCC\) program](#) with the structure and support needed to complete the requirements of the program by April 2026. These requirements include: (1) Building Data Wise coach competencies by engaging in specific learning activities, (2) Documenting your insights in a written portfolio and revising to take feedback into account, and (3) Sharing your learning in a live virtual portfolio review to which the whole coach network is invited. The culminating project for this course is the Data Wise Coach Certification Program portfolio review. Once certified, Data Wise coaches are qualified to: Teach educators the Data Wise process, habits, and norms and prepare teams to begin a cycle of inquiry, Coach teams as they work their way through a cycle of inquiry and Serve as mentors to aspiring coaches who are teaching fellows in Data Wise programs.

Permission of instructor required. Prerequisite: A323Y.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop curriculum
HGSE: Content	principals
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Content	coaching
HGSE: Content	professional development
HGSE: Content	diversity equity inclusion
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A337 Section: 01

Empowerment and Impact Fellowship Practicum (213699)

Houman Harouni

2025 Fall (4 Credits)

Schedule:

TR 0900 AM - 1030 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course is intended for students already enrolled in HGSE's Empowerment and Impact Fellowship. The course offers a core experience for learning leadership skills in relation to issues involving justice and power. Participants will engage in a rigorous process of analyzing their own and other people's approaches to mobilizing collective action within and beyond limiting social structures. Students should expect to engage in an in-depth exploration of their own past and present forms of practice. While there is limited emphasis on theoretical readings, there will be a strong focus on clarifying one's underlying theories, assumptions, and attitudes toward the issue of equity and the practice of leadership. The Fellows are expected to take an active role in engaging the larger Harvard community in conversations that are by no means easy to lead. As such,

they must be ready, within the protected structures of this practicum, to understand their own relationship to difficult discussions and the creation of brave communities. The taking of an active role within and beyond the institution will be a major component of the course work. In this process, participants will receive a great deal of mentorship and support, and they will have the chance to experience a wide variety of models and modes of facilitation.

Permission of instructor required. Enrollment is limited to students In HGSE's Empowerment and Impact Fellowship.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	identity
HGSE: Content	decision-making
HGSE: Pedagogy	case-method learning
HGSE: Competencies	debate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	pedagogy
HGSE: Content	leadership
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Content	social contexts
HGSE: Competencies	write a case study
HGSE: Competencies	build partnership
HGSE: Content	critical theory
HGSE: Content	politics
HGSE: Content	group dynamics
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	manage a consulting project
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	learning and teaching
HGSE: Content	ethics
HGSE: Pedagogy	reflective writing
HGSE: Competencies	think strategically
HGSE: Content	culture
HGSE: Content	race/ethnicity
HGSE: Pedagogy	discussion sections
HGSE: Competencies	facilitate group process
HGSE: Content	teachers
HGSE: Content	values
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	lecture

---

#### Education A347 Section: 1

Collaborative Action for Cradle to Career Child Development and Education: A Colloquium (224699)

S. Paul Reville

2025 Fall (2 Credits)

Schedule:

T 0930 AM - 1130 AM

Instructor Permissions:      Instructor

Enrollment Cap:

16

This course will focus on the emerging national movement to collaboratively build place-based, cradle to career pipelines. These education and child development systems are designed to ensure all that all children thrive and achieve both educational success and economic mobility. The class is offered in seminar format to immerse students in the theory and practice of this collaborative, social impact work. Classes will typically include discussions of the readings, mini-lectures and prompts from the instructor coupled with guest lectures from visiting practitioners. Students will each pursue independent projects in this field. Time will be reserved for project development, presentations, and feedback sessions. Particular attention will focus on the strategies employed by HGSE's EdRedesign Lab (<https://edredesign.org/>), its mission, fieldwork, research and challenges. Content will focus on the evolution of this field which centers on creating holistic systems for providing the supports and opportunities necessary to enable flourishing children, families and communities. Students will be responsible for a final paper and oral presentation on their independent projects. Doctoral, Master's and Undergraduate students may apply. Course size will be limited to approximately fifteen.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage families
HGSE: Content	community
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings
HGSE: Pedagogy	field-based project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	design an intervention
HGSE: Competencies	analyze arguments
HGSE: Content	advocacy
HGSE: Content	leadership
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	diagnose complex problems
HGSE: Content	social contexts
HGSE: Content	civic engagement
HGSE: Competencies	collaborate
HGSE: Content	families
HGSE: Competencies	build partnership
HGSE: Content	politics
HGSE: Content	system-level leadership
HGSE: Content	policy

#### Education A362 Section: 1

Institutional Change in School Organizations, Systems, and Sectors (180210)

Ebony Bridwell-Mitchell

2026 Spring (4 Credits)

Schedule:

W 1030 AM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

12

Why is it so difficult to change ineffective, counterproductive, and sometimes harmful beliefs, practices, and structures in schools? In this class we answer this question by examining how schools operate as institutions. This means beliefs, practices, and structures in schools tend to be long-held, deeply ingrained, value-laden, and often widely accepted as appropriate even when they no longer accomplish stated functions or desired

outcomes. By focusing on 'the why' of institutions, this class aims to empower students with the conceptual and analytical skills to understand and take action on 'the how' of changing institutions. By the end of the course, students will be able to answer questions such as, "why do conventional school structures persist despite limited evidence of their effectiveness?"; "why do so many education reforms come and go and come again?"; "how can deeply ingrained beliefs and practices in schools be transformed by school stakeholders?" The course is targeted primarily to doctoral students, research-oriented master's students, and any highly motivated student interested in gaining an in-depth understanding of the institutional processes in school organizations, systems, and sectors. The class format is mainly inquiry-driven seminar style discussions grounded in theoretical and empirical academic articles linked to dilemmas in real-world education contexts.

Permission of instructor required. Enrollment is limited to 12. HGSE doctoral students are given preference in enrollment.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Content	organizations
HGSE: Pedagogy	discussion sections

---

Education A404M Section: 1

Black Liberatory Education: Philosophies, Practices and Purposes of All-Black Education Initiatives (218837)

Aaliyah El-Amin

2025 Fall (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

15

Throughout U.S. history, Black educators and families have engaged in organized efforts to live in their inherent beauty and educate their own. Yet, the Eurocentric hegemony of knowledge in many educator preparation programs often means that educators, including Black educators, have little or no opportunities to study Black educational thought and praxis. This 2-credit module centers on the pedagogies and practices of the Black liberatory education tradition, offering students the opportunity to learn about and from Black educators and intentionally All-Black education school spaces K-12. In this module, we will explore Black-led schooling movements in the U.S. historically (post-1954) and in the present day (e.g., Black Panther Liberation Schools, Independent Black Institutions, Afrocentric Schools, and Homeschooling) as well as out-of-school Black education spaces. We will also explore the philosophies and teaching approaches of liberation-focused Black teachers in all-black schools. Collectively, we will ask: What have been the goals, priorities, and purposes of intentionally all Black education initiatives for Black children in the United States post-Brown? How have Black educators conceptualized, articulated, and actualized liberatory Black educational praxis in the face of endemic Anti-Blackness, systemic marginalization, and active resistance in the U.S.? How have intentionally all Black schools sought to leverage education spaces as a pathway for identity building, healing, resistance, and social change for Black children? What can we [and should we] learn from the historical and contemporary pedagogies and teaching philosophies of intentionally all-black education initiatives that we can apply and incorporate into how we be, love, and do in our own education practice?

The course is limited to 15. Permission of Instructor and application required. Enrollment procedure will be posted on Canvas site. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	E&O Electives

Education A410A Section: 01

Teaching Histories of Racism and Resistance in the United States (217508)

Adrienne Stang

2026 Spring (2 Credits)

Schedule: M 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap: 25

## \*Lottery-based Enrollment\*

Engaging in conversations about racism, past and present, is essential to building bridges and promoting democratic values. Many educators wish to teach about racism but may hesitate to explore controversial topics with students, especially younger learners. In this course, participants develop the knowledge and skills to teach the histories and realities of racism in the United States. We consider the developmental needs of students in grades K-12, including racial-ethnic and civic identity development, and culturally sustaining pedagogies. Topics include enslavement, genocide, and xenophobia, as well as examples of resistance to systemic racism. We explore sources by people of color who have been excluded from dominant narratives and consider how to cultivate agency and engagement when teaching difficult histories and current events. This course fulfills the elective requirement of the Equity & Opportunity (E&O) Foundations experience. These electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

This course is also a Learning Design, Innovation, and Technology (LDIT) core program elective. As such, the course explores best practices in planning and delivering learning experiences centered around histories of racism and resistance.

This course is limited to 25 students. This course is recommended for teachers in grades K-12, curriculum directors, and building & district administrators, particularly those working in the United States.

**Class Notes:** Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	small-group discussion
HGSE: Content	race/ethnicity
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	facilitate group process
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	synthesize readings
All: Cross Req Availability	Available for Harvard Cross Registration

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	readings
HGSE: Content	history
HGSE: Content	identity

## Education A501 Section: 01

Negotiation Workshop (203733)

Deborah Goldstein

Whitney Benns

Gillien Todd

Samuel Straus

2025 Fall (4 Credits)

Schedule:

F 0830 AM - 1200 PM

F 0100 PM - 0430 PM

F 0100 PM - 0330 PM

Instructor Permissions: Instructor Enrollment Cap: 48

\*Lottery-Based Enrollment\* This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. We will cover negotiation topics such as preparation, value creation, distribution, power, identity, difficult tactics, advanced listening, difficult conversations, and multiparty negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in Getting to Yes and other texts. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do some personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course.

Must be taken Satisfactory/No Credit.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	leadership
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	negotiation
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed

---

## Education A501M Section: 1

Negotiation Workshop (212595)

Deborah Goldstein

Gillien Todd

Samuel Straus

Whitney Benns

Alonzo Emery

2026 Spring (4 Credits)

Schedule:

MTWRF 0900 AM - 0330 PM

Instructor Permissions: None

Enrollment Cap:

72

\*Lottery-based Enrollment\* \*\*Full Attendance at all class sessions required\*\* This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions, power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in Getting to Yes and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are. This is a team-taught course with sessions featuring a mix of pair work, live and video lectures, as well as small and large group discussion.

Must be taken Satisfactory/No Credit.

### Class Notes:

This course does not count towards spring overall minimum credit, or other graduation requirements. It will count against spring and overall maximum credit limits. Degree candidates who have questions or concerns about this should reach out to registrar@gse.harvard.edu.

Non-HGSE students cross registering into Lottery-based Enrollment courses must email registrar@gse.harvard.edu to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	May Term Course
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	leadership
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	peer learning

Attribute	Value(s)
HGSE: Content	negotiation
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	simulation/role play

Education A504 Section: 01

The Organization Science of School Improvement (220658)

## Ebony Bridwell-Mitchell

## 2026 Spring (4 Credits)

## Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: None

### Enrollment Cap:

n/a

Accomplishing the full potential of education for individuals, communities and societies involves reframing our understandings of the problems we face to reimagine what is possible. But how do we create the conditions to fully realize what we imagine? This course provides students with the conceptual and analytical tools that organization founders, leaders and change-makers need to answer this question. Through activities designed to balance intellectual rigor with practical relevance – including interactive lectures, hands-on activities, case discussions, and team-based assignments – students will further their knowledge and skills related to six fundamental areas for fostering productive conditions for organizational development. This includes knowledge and skills to address essential questions like, which organizational structures are most effective for accomplishing goals; how do you motivate people to do their best work; what does it take to build a strong positive culture; how do you navigate complex pressures in external environments? This course fulfills the Program Core Experience (PCE) requirement for students in the Education Leadership, Organizations and Entrepreneurship (ELOE) program. While fulfilling the ELOE requirement, the course can also be taken as an elective and it is open to all students, with no enrollment preference given to ELOE students.

## Class Notes:

For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade. It may also be taken as an elective. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to ELOE students.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A608 Section: 1

Leadership, Entrepreneurship, and Learning (180237)

Monica Higgins

2025 Fall (4 Credits)

## Schedule:

TR 0900 AM - 1020 AM

Instructor Permissions: None

### Enrollment Cap:

n/a

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and

entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely discussion-based and include cases, exercises, and multimedia materials with examples of leadership from a diverse range of contexts. Students will be expected to come to class prepared and ready for discussion, and, if called upon, to role-play their recommendations and take a stand as well. Enrollment is open to all graduate degree candidates at HGSE. For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade and may also be taken as an ELOE elective. This is a required course for EdLD students. A few spaces may be reserved for cross-registration. Auditors of the course are not permitted.

**Class Notes:** For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade. It may also be taken as an elective. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to ELOE students.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	build partnership
HGSE: Content	psychology
HGSE: Content	values
HGSE: Content	motivation
HGSE: Content	identity
HGSE: Content	system-level leadership
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social contexts
HGSE: Content	accountability
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	teachers
HGSE: Content	nonprofits
HGSE: Content	partnerships
HGSE: Content	innovation
HGSE: Pedagogy	team-based learning
HGSE: Content	relationships
HGSE: Content	social justice
HGSE: Content	community
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	process improvement
HGSE: Content	higher education
HGSE: Content	group dynamics
HGSE: Content	negotiation
HGSE: Content	culture
HGSE: Content	pedagogy
HGSE: Competencies	make a presentation
HGSE: Content	scaling
HGSE: Content	decision-making
HGSE: Content	leadership

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Competencies	develop a theory of action
HGSE: Content	teams
HGSE: Content	principals
HGSE: Content	ethics
HGSE: Content	entrepreneurship
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
HGSE: Content	organizations
HGSE: Content	school reform
HGSE: Content	adult development

## Education A608 Section: 2

Leadership, Entrepreneurship, and Learning (180237)

Uche Amaechi

2025 Fall (4 Credits)

Schedule:

TR 0600 PM - 0720 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely discussion-based and include cases, exercises, and multimedia materials with examples of leadership from a diverse range of contexts. Students will be expected to come to class prepared and ready for discussion, and, if called upon, to role-play their recommendations and take a stand as well. Enrollment is open to all graduate degree candidates at HGSE. For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade and may also be taken as an ELOE elective. This is a required course for EdLD students. A few spaces may be reserved for cross-registration. Auditors of the course are not permitted.

Class Notes:

For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade. It may also be taken as an elective. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to ELOE students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
HGSE: Content	scaling
HGSE: Content	negotiation
HGSE: Content	adult development

Attribute	Value(s)
HGSE: Pedagogy	team-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	diagnose complex problems
HGSE: Content	psychology
HGSE: Content	teams
HGSE: Content	organizations
HGSE: Content	school reform
HGSE: Content	motivation
HGSE: Content	culture
HGSE: Content	ethics
HGSE: Pedagogy	case-method learning
HGSE: Content	relationships
HGSE: Content	values
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social contexts
HGSE: Content	higher education
HGSE: Content	group dynamics
HGSE: Content	pedagogy
HGSE: Content	principals
HGSE: Content	social justice
HGSE: Content	community
HGSE: Content	partnerships
HGSE: Content	entrepreneurship
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	process improvement
HGSE: Content	teachers
HGSE: Content	nonprofits
HGSE: Content	identity
HGSE: Content	accountability
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	build partnership
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Content	decision-making
HGSE: Content	innovation

Education A612 Section: 1

Organizing: People, Power, Change (219991)

Marshall Ganz

## 2026 Spring (4 Credits)

## Schedule:

TBD

Instructor Permissions:      Instructor

### Enrollment Cap:

30

Fulfilling the democratic promise of equity, accountability, and effectiveness requires the participation of an "organized" citizenry able to formulate, articulate, and assert its shared interests. Organizing, in turn, requires leadership: accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty. Organizers ask three core questions:

1. Who are my people?
2. What is the change we need?
3. How can we turn our resources into the power we need to achieve that change?

Organizers learn to identify, recruit and develop leadership, build community with that leadership, and create power from resources of that community.

This practicum has two modes.

During the first part of the course, Campaign Design, students participate in an 18-day "courseshop", bookended by two 2.5-day weekend workshops during the weekends of February 20-22, 2026 & March 6-8, 2026. Students learn with plenary lectures, small group practice, and coaching. Requirements include consistent attendance, active participation, selected readings, a 600-word pre-module paper, and a 700-word post-module paper. In the 12 days between the two weekend workshops, this module will require approximately 15 hours of work (one-to-ones with constituents, team meetings, and meetings with your Teaching Fellow).

In the second half of the course, Campaign Leadership, students participate in plenary sessions on Tuesdays and in sections on Thursdays, from March 23 to May 1. In plenary, we focus on challenges that arise from running an organizing campaign, gain insights from cases, readings, lecture and discussion. In section, we coach each team's practice leading their campaign as they meet new challenges and discover new opportunities.

You will learn not only "about" these practices. You will learn to practice them experientially, coach others in the practice, and receive coaching yourself. We encourage a "growth mindset" for this practicum: try new things, take some risks, ask new questions.

This practicum is for students interested in learning to create social change through collective action. There are no prerequisites to enroll in the course. Students with and without "real world" organizing experience can find the class equally useful. Students with a strong commitment to the community, organization, or values on behalf of which they are working will be most successful. Because it is a course in practice, it requires trying new things, risking failure, and stepping outside one's comfort zone. As reflective practitioners, students learn through critical reflection on their experience, feedback, and coaching. Be certain you are prepared for the emotional, behavioral, and conceptual challenges in which the work of organizing is grounded.

**Class Notes:** All students interested in enrolling in EDU A612 must submit a [Student Commitment Form](#), which serves as your application to take the class. Successful applicants will receive instructor permission to enroll in the course. Please reach out to mksmith@harvard.edu with any questions.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	coaching
HGSE: Content	teams
HGSE: Content	immigration
HGSE: Content	leadership
HGSE: Pedagogy	lecture
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Content	teaching for understanding
HGSE: Content	partnerships
HGSE: Content	ethnic studies

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	learning differences
HGSE: Pedagogy	internship
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	engage families
HGSE: Competencies	think strategically
HGSE: Content	civic engagement
HGSE: Content	strategic planning
HGSE: Content	identity
HGSE: Content	innovation
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	advocacy
HGSE: Content	organizations
HGSE: Content	culture
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	team-based learning
HGSE: Competencies	deliver a lesson
HGSE: Content	history
HGSE: Content	gender
HGSE: Content	curriculum development
HGSE: Content	learning and teaching
HGSE: Content	civil rights
HGSE: Content	social development
HGSE: Content	race/ethnicity
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a speech
HGSE: Competencies	develop a theory of action
HGSE: Competencies	build partnership
HGSE: Content	higher education
HGSE: Content	lgbtq
HGSE: Content	nonprofits
HGSE: Content	values
HGSE: Content	pedagogy
HGSE: Content	system-level leadership
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Content	relationships
HGSE: Content	group dynamics
HGSE: Content	social justice
HGSE: Pedagogy	reflective writing
HGSE: Competencies	facilitate group process
HGSE: Content	politics
HGSE: Content	motivation
HGSE: Content	negotiation
HGSE: Pedagogy	design thinking

---

Education A650 Section: 1

Indigenous Philosophies for the Technological Age (224900)

Mathias Risse

2025 Fall (4 Credits)

Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

10

The future of humanity depends on how we will manage to live with the technological revolutions that happen all around us. This is a good time to bring voices into the discussion that have long been excluded from impactful discussions about the future of humanity: voices of indigenous people, whose received wisdom reflects millennia of sustainable living in their respective contexts. Some of this wisdom has been worked out in distinctive indigenous philosophies, and the focus of this class is to explore some of these philosophies and assess what lessons they teach for the technological age. A focus is on indigenous authors from the U.S., but we encounter authors and perspectives from all continents. Topics we explore through the lens of indigenous philosophies include attitudes towards nature; views on technology generally; the Anthropocene; traditional ecological knowledge; artificial intelligence; genome-editing; geo-engineering; human rights; and the meaning of life. Engaging with indigenous perspectives on these matters is likely to have a transformative effect on how one approaches the big questions of the 21st century.

Class Notes:

A650 will have an additional, optional meeting on Wednesdays from 3:00-4:15 in Wexner 436.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education A701 Section: 01

Creating the Future of American Postsecondary Education (216684)

Francesca Purcell

2025 Fall (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Students will become deeply familiar with the contemporary American postsecondary education landscape, gaining an understanding of its great strengths and many challenges, and will develop their own professional vision around their contributions to the field for years to come. First, we will examine key data and trends to better understand the student journey into and through postsecondary education. Our analysis will include how different groups of students are served before, during, and after their postsecondary education experience relative to race and ethnicity, gender, income-level, and other factors. We will then turn to an exploration of selected major issues that postsecondary education administrators and policymakers will likely continue to grapple with into the future and develop strategies about ways forward. Throughout the class, students will develop and strengthen fundamental professional skills and

have opportunities to reflect upon career options and develop professional networks.

This course is limited to students enrolled in the Higher Education Concentration

Requirements: Limited to students in the Higher Education Concentration

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Pedagogy	peer learning
HGSE: Content	descriptive statistics
HGSE: Content	postsecondary education
HGSE: Pedagogy	lecture
HGSE: Competencies	examine trends
HGSE: Competencies	diagnose complex problems
HGSE: Content	social justice

---

## Education A709 Section: 1

The Economics of Higher Education: Trends, Challenges, and Debates (180264)

Bridget Long

2025 Fall (4 Credits)

Schedule:

TR 1030 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap: n/a

Higher education holds the promise of numerous public and private benefits, prompting governments, families, and other institutions to invest trillions of dollars in postsecondary students and institutions. In the U.S., there are nearly 6,000 colleges and universities that vary in resources, structure, and governance—from large, research universities to smaller, localized community colleges—but all must navigate fluctuating resources and increasing costs while pursuing an educational mission. This course examines the critical trends, funding issues, and other dilemmas facing colleges and their students, which have implications for who can access higher education, what is provided, and the outcomes realized.

The course utilizes intuition and insights from economics and related fields to better understand the costs, benefits, and incentives colleges face and analyze the complex trends and challenges facing higher education today. We will examine revenue sources and expenditures patterns to discuss how government policy, competitive pressures, technological advancements, and accountability have shaped institutional decisions. Additionally, we will consider how new developments have impacted different profiles of students and types of institutions. Throughout the course, we will consider some of the most pressing questions and debates affecting higher education, including affordability concerns, admissions controversies, and questions about the value of attendance. This course is appropriate for anyone interested in higher education administration, college student access and success, and postsecondary education policy, as well as anyone seeking to understand what happens after K-12 and how universities work.

Past exposure to economics is not necessary. The course will provide students with basic principles and frameworks from social science to empower them to become critical consumers of higher education reports and studies.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	economics
HGSE: Content	postsecondary education
HGSE: Pedagogy	lecture
HGSE: Competencies	debate
HGSE: Competencies	apply economic concepts
HGSE: Competencies	analyze arguments
HGSE: Content	nonprofits
HGSE: Pedagogy	project-based learning
HGSE: Competencies	examine trends
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a policy memo
HGSE: Content	higher education
HGSE: Content	admissions
HGSE: Content	policy
HGSE: Content	college rankings
HGSE: Content	race/ethnicity
HGSE: Content	financial aid
HGSE: Content	community colleges
HGSE: Content	college access
HGSE: Content	higher-education access

### Education A710N Section: 1

Why Can't Higher Education Change? Obstacles and Opportunities (224840)

Brian Rosenberg

2026 Spring (2 Credits)

Schedule:

R 1030 AM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Resistance within traditional higher education to anything more than incremental change is profound. We will in this class explore the causes for this resistance and explore questions including the following: Why is an industry populated by so many people who identify as politically liberal so conservative when it comes to its own practices? Why are scholars whose disciplines are constantly evolving so reluctant to embrace institutional evolution? Why do colleges and universities that so often speak in their mission statements about the transformative power of education find it so difficult to transform themselves? In addition to examining the obstacles to change, we will explore strategies for overcoming those obstacles and consider the various forms that higher education might take in the future.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	leadership
HGSE: Content	college access
HGSE: Content	strategic planning
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	discussion sections

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	governance
HGSE: Content	entrepreneurship
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	debate
HGSE: Content	pedagogy
HGSE: Content	leadership
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	analyze arguments
HGSE: Content	higher-education access
HGSE: Content	financial management
HGSE: Content	innovation
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	think strategically
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings
HGSE: Competencies	collaborate
HGSE: Content	postsecondary education
HGSE: Competencies	write a research/analytic paper
HGSE: Content	process improvement
HGSE: Content	higher education
HGSE: Content	decision-making
HGSE: Pedagogy	small-group discussion

## Education A710Z Section: 01

Brave Leadership: Courage and Transformation in US Higher Education (218855)

Timothy McCarthy

Susan Marine

2026 Spring (2 Credits)

Schedule:

TR 0630 PM - 0900 PM

S 1000 AM - 0400 PM

Instructor Permissions: Instructor Enrollment Cap: 35

\*Lottery-based Enrollment\* This course will engage students in an exploration of what it means to be a courageous and transformative leader in U.S. higher education. Over the last two generations, neoliberalism and its fixation on profit, productivity, and performance has left higher education in a state of deep moral crisis, far afield from the values of "democracy" and "diversity" it regularly espouses. Naming and changing the vast forms of inequity and hypocrisy in higher education requires a bold integration of theory and practice—praxis—that is at once strategic, visionary, and ethically committed to transformation. This course will explore diverse case studies of brave leadership in higher education in the United States from the 1960s to the present. It will also offer our students the opportunity to both reflect on their own lived experiences with higher education and develop tools for transformation as they work to become courageous and transformative leaders in their own right.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar](#).

[website](#) for more information. Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email registrar@gse.harvard.edu. This request must be submitted before 5:30pm on 1/8/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	decision-making
HGSE: Pedagogy	multimedia texts
HGSE: Content	relationships
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	history
HGSE: Competencies	develop a theory of action
HGSE: Limited Enrollment	JAN -XREG Allowed
HGSE: Content	higher education
HGSE: Content	diversity equity inclusion
HGSE: Content	system-level leadership
HGSE: Limited Enrollment	JAN - Residential Courses
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	synthesize readings
HGSE: Competencies	leadership
HGSE: Competencies	think strategically
HGSE: Content	leadership
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	readings

---

Education A730C Section: 1

Policy Issues in International Postsecondary Education: Access, Quality, Affordability, and Equity (224669)

Francesca Purcell

2026 Spring (2 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

24

This course explores critical issues in the field of international postsecondary education coalescing around a few essential questions every country around the globe must answer in their own ways: Who should attend? How can quality be ensured? How can postsecondary education be financed? What role does equity play? Responses to each of these questions are predicated upon how a country defines and understands the purposes of postsecondary education. Students will also become familiar with some of the most influential organizations that help inform and shape international postsecondary education.

This course is limited to students who are in the Higher Education Concentration and the Global, International, and Comparative Education Concentration. This course fulfills the elective requirement of the Equity & Opportunity Foundations experience.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	E&O Electives

Education A731A Section: 1

Stronger Together: Strategic Partnerships in Higher Education (226885)

Liya Escalera

2025 Fall (2 Credits)

## Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: None

### **Enrollment Cap:**

n/a

Strategic partnerships are essential in expanding the reach and deepening the impact of higher education. This module will equip students with the foundational knowledge and critical skills needed to design, develop, assess, and sustain reciprocal partnerships between higher education institutions and key external partners, including community organizations, businesses, foundations, and government agencies. Students will engage with real-world cases and simulations to consider why institutions forge partnerships, and how they navigate the partnership lifecycle, from partner identification and relationship-building to strategic planning and implementation, and ongoing evaluation. Together we will explore challenges in navigating conflicting missions, power imbalances, and ethical considerations while developing skills and approaches that support effective collaboration and greater collective impact. This course is recommended for higher education concentrators and students who want to learn more about developing partnerships with colleges and universities.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A734 Section: 01

Cultural and Social Inequality in Higher Education (223895)

Jaein Lee

2026 Spring (2 Credits)

## Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

## Enrollment Cap:

n/a

College education is perceived as the "great equalizer," especially for students who come from low-income and racially-ethnically marginalized communities. Yet, studies have contested this view by demonstrating how universities have institutional policies, practices, and structures to maintain social inequality. In this module, students will be introduced to theoretical and empirical studies on the role of social class and culture in higher education in the United States. The aim of this course is to examine the different ways that higher education institutions have shaped practices and structures that segregate students by class, race, ethnicity, and/or citizenship among others. Studying higher education in relation to the broader society (i.e., taking a sociological lens) is critical in understanding how universities maintain their status quo despite the growing initiatives in creating equitable and inclusive campuses.

By learning about and engaging with sociological theories and frameworks, students will understand how inequity issues in colleges are interconnected to other social policies and cultural conditions in our society. In addition to research studies, students will also read current news and opinion articles, and examine current

issues using a sociological lens. Students will be asked to critically examine universities' dominant practices, including established initiatives and programs, and develop new approaches that challenge the status quo. In this course, students will expand their views of higher education institutions as a context beyond educational institutions and analyze them as social organizations that both influence and are influenced by social conditions. Finally, while examining factors creating inequality, students will also learn about critical frameworks and tools to think in new ways of addressing inequities as agents of change in higher education.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A747 Section: 1

Strategic Enrollment Management (223041)

Drew Allen

2026 Spring (2 Credits)

## Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: None

## Enrollment Cap:

60

\*Lottery-based Enrollment\* Colleges and universities are facing unprecedented challenges and uncertainty relating to student enrollment. From dramatic demographic shifts in college-going populations to new policies relating to the admissions process and the use of standardized tests, these changes require strategic enrollment management solutions that cut across traditional institutional boundaries. This module provides an overview of strategic enrollment management, including recruitment, marketing, admissions, financial aid, student retention, and strategic enrollment planning. Students will participate in class discussions of readings and will collaborate on a multi-week group exercise that models the real-world considerations of working in an admissions office of an institution of higher education. Although the primary goal is to build students' understanding of foundational enrollment management processes, the course will also engage students in controversial topics and current debates that have a significant impact on the field, including race-conscious admission and ethics in the use of predictive analytics. Most readings and cases center on the undergraduate context; however, select examples may be drawn from graduate and international admissions and enrollment, depending on students' interests.

This module has no formal prerequisite courses, and it has been designed to meet the needs of students without prior quantitative, data analysis, or higher education coursework. The course offers an introduction to enrollment management for students in the Higher Education concentration and for anyone who is interested in policy and practice relating to college admissions, financial aid, and enrollment management.

## Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar](#) website for more information.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	college access
HGSE: Content	higher education
HGSE: Content	financial aid

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	admissions
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	discussion sections
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collaborate
HGSE: Content	strategic planning
HGSE: Competencies	apply economic concepts
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	small-group discussion

Education A751 Section: 1

Opening Doors: The Future of Community College and Open Access Education (226886)

Liya Escalera

2026 Spring (4 Credits)

## Schedule:

R 1030 AM - 0115 PM

Instructor Permissions: None

### Enrollment Cap:

n/a

In the United States, community colleges and other open admission institutions enroll nearly 70% of the total college student population, yet they often remain overlooked or misrepresented in conversations about policy, practice, and innovation. This course invites you to step through the "open doors" of these institutions and to engage deeply with the challenges and possibilities they face. Together, we will explore their historic roots and contemporary missions, learn from the students and communities they serve, and grapple with the evolving role they play in the landscape of American higher education. This course invites students to think critically and creatively about access to higher education and to consider policies and practices that support student success, community development, and social justice as we envision the future of open access higher education. This course is recommended for higher education concentrators and students who want to learn more about open access post-secondary education.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A762 Section: 1

How Harvard Became HARVARD (226873)

Julie Reuben

2026 Spring (4 Credits)

## Schedule:

TBD

Instructor Permissions:      Instructor

### Enrollment Cap:

15

In its nearly 400 years of existence, Harvard has been transformed from a tiny educational institution in a colonial outpost to the world's most famous and envied university, and now, finds itself at the center of the federal government's effort to remake higher education. How did this transformation take place? This course will explore this change, focusing on three interrelated themes: its students and their experiences; its role in the preservation, dissemination, and production of knowledge; and its connections to the larger society. We will trace these themes through three phases of Harvard's development, first as an institution of local significance (1630s-1850s), next as an institution of national significance (1860s-1940s), and finally as an

institution of global significance (1950s to the present).

While Harvard is the focus of the course, we will consider its history in the context of American higher education more broadly and the political and social developments with which it is intertwined. We will also use the history of Harvard to reflect on how historical scholarship is produced and used. We will examine the differences between academic history and public history and will work with the building blocks of historical scholarship - primary sources - through visits to the Harvard University Archives and the use of their materials and other relevant collections in Harvard Libraries. We will look forward to Harvard's 400th anniversary and consider the different ways its history might be told.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education A770 Section: 1

Higher Education Leadership, Administration, & Governance (180305)

Liya Escalera

2026 Spring (4 Credits)

Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap: n/a

In this course, we will explore leadership, governance, and administration in colleges and universities through a practice of critical reflection. Together, we will examine the eco-system of higher education—namely, the internal leadership roles, governance structures and administrative practices, and the external public and private influences that impact our work. We will then consider how effective leaders identify and implement strategic priorities, foster innovation, and respond to crises. This course assumes that students have diverse leadership experiences, and they will be encouraged to draw upon these experiences to investigate, question and/or challenge the ideas presented in readings and class activities. Through small and large-group discussions, written assignments, discussions with guest speakers, simulations, case studies, and presentations, students will strengthen their leadership skills as they reflect upon their strengths and opportunities for growth. This course fulfills the Program Core Experience (PCE) requirement for students in the Education Leadership, Organizations and Entrepreneurship (ELOE) program. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to ELOE students.

Class Notes:

For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade. It may also be taken as an elective. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to ELOE students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	strategic planning
HGSE: Competencies	write a case study
HGSE: Content	negotiation
HGSE: Content	decision-making
HGSE: Content	leadership
HGSE: Pedagogy	multimedia texts
HGSE: Content	organizations

Attribute	Value(s)
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Competencies	write a literature review
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	politics
HGSE: Content	nonprofits
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Content	group dynamics

Education A801 Section: 1

Education Policy Analysis and Research in Comparative Perspective (180311)

Fernando Reimers

2025 Fall (4 Credits)

## Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap: n/a

How can policy analysts, leaders, consultants, and social entrepreneurs help improve educational opportunity around the world? How can policy analysis help poor and marginalized children get a relevant and meaningful education, that matters to their future life prospects and to the development of the societies in which they live? How can education support the development of inclusive and sustainable societies? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to increase the quality and relevancy of education. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to shaping policy reform. Students will conduct a policy analysis for a client examining how to align education policy to advance social equity, strengthen democracy and address climate change. The course may be of interest to students interested in education policy and leadership roles in system level reform in global contexts and in learning to draw lessons from international and comparative education.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	strategic planning
HGSE: Pedagogy	discussion sections
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social contexts
HGSE: Content	global/international context
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	collaborate
HGSE: Content	school systems
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	write a policy memo
HGSE: Content	school reform
HGSE: Pedagogy	team-based learning
HGSE: Content	policy
HGSE: Competencies	manage a consulting project
HGSE: Competencies	think strategically

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make policy recommendations
HGSE: Competencies	debate
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A811C4 Section: 1

Educational Development and Political Power: Political Influence on Educational Growth (224994)

## Members of the Faculty

**2025 Fall (1 Credits)**      **Schedule:**      **MW 0430 PM - 0645 PM**

Instructor Permissions: None Enrollment Cap: n/a

Taught by Chen Yidan Visiting Global Fellow, Sara Ruto. This course will examine the relationship between education and political power, analysing whether it supports systematic growth and expansion, or if it is disruptive. The context shall be laid using reflections on the status of foundational learning in East Africa. We propose to use a blend of scholarly analysis and storytelling to explore whether political intervention in education typically fosters progress or causes stagnation and disruption. The course will invite guest speakers—educators, policymakers—to share their real-life stories and reflections, using examples from their work. Participants will be encouraged to reflect on their contexts to dissect the impact of political power on educational outcomes.

Dr. Ruto is currently a Program Officer at Echidna Giving in Nairobi, Kenya.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education A811C5 Section: 1

Building Policy: Three Chilean Case Studies, from Nonprofits and Government, in Policy Development (227615)

## Members of the Faculty

2025 Fall (1 Credits) Schedule: W 0430 PM - 0529 PM

F 0900 AM - 1200 PM

M 0430 PM - 0730 PM

Instructor Permissions: None Enrollment Cap: n/a

This class will cover three cases of education policy development and leadership in Chile, framed on the stages of the policy cycle. We will review real cases of different stages of policy development, based on studies and organizations I have helped developed. Specifically, we will learn how Por un Chile que Lee, an association I co-founded, post-COVID19, that gathers more than a hundred organizations to place literacy development in the policy agenda and push a collective movement for literacy policy, implementation and evaluation. We will also learn from Enseña Chile, part of the Teach for All network, and how it has grown to alleviate teacher shortages, change students trajectories, and build collective leadership. Finally, we will review a school accountability policy in Chile, the first accountability policy to consider socioemotional evaluations. As a member of the Council of the governmental institution Agencia de la Calidad de la

Educación, I've been part of the implementation of the policy and I have analyzed its impact. While Chile has many educational challenges (it is the lowest performing OECD country in PISA) it also has strengths from which we can learn.

Class Notes: Course will meet on the following 3 dates:

- Wednesday, November 19th- 4:30-7:30 pm
- Friday, November 21st- 9 am-12 pm
- Monday, November 24th- 4:30-7:30 pm

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A811C6 Section: 1

Education, Globalisation and the Global 'Learning Crisis' (227593)

Members of the Faculty

2026 Spring (1 Credits) Schedule: MW 0430 PM - 0645 PM

Instructor Permissions: None Enrollment Cap: n/a

Taught by Chen Yidan Visiting Global Fellow, Kwame Akyeampong. Dr. Akyeampong will start the sessions by discussing what is believed about education systems delivering equitable learning outcomes, and how the global discourse on educational quality has influenced educational policies and practices in sub-Saharan Africa (SSA). In particular, how values embedded in key global educational reports and policies have shaped interventions aimed at addressing the global 'learning crisis' in Africa, and why these interventions are failing to deliver promised results. It will examine how the deficit characterisation of the African child and teacher has been used to drive teaching and learning interventions/reforms undermining African children's agentic learning and the professional practice of teachers.

Sessions will also explore the often overlooked but fundamental issue of the language of instruction in basic education in sub-Saharan Africa and other global Southern school settings. It will also examine how global discourses on poverty and poverty alleviation have exerted influence on education policy and interventions to address the 'learning crisis' in Africa, and why (re)conceptualising poverty as a multifaceted, relational, and inter-personal experience would offer better opportunities for more expansive and agentic learning to benefit the African child. Finally, the students will review the emerging evidence on Accelerated Learning Programmes (ALP) in the African context and what the implications are for improving educational quality. Dr. Akyeampong is a professor of international education and development at Open University in the U.K.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A827 Section: 01

Early Childhood Development in Global Contexts (214488)

Aisha Yousafzai

2026 Spring (4 Credits) Schedule: W 0900 AM - 1215 PM

Instructor Permissions: None

Enrollment Cap: n/a

Global estimates suggest that 250 million children under the age of five are at risk of failing to meet their developmental potential. Amidst the ongoing global COVID-19 pandemic, these numbers are likely to be even higher. Nevertheless, culturally sensitive interventions to promote early childhood development (ECD) are not widely integrated or prioritized in health and education platforms. This interdisciplinary course introduces students to core concepts in ECD, cross-cultural theory, contexts of risk and protection, and early intervention and policy. Course meetings will combine lectures, interviews with global experts, and small-group discussion to equip students with the knowledge and skills to appropriately design, plan, evaluate, and appraise sensitive and specific ECD programming in a post-COVID world. In particular, the course will introduce students to foundational topics in education and public health – including theories of change, implementation research methods, and the ethics of intervention and cross-cultural work – while supporting the application of these topics to real-world interventions for young children.

This course is designed for both master's and doctoral students and will bring together a multi-disciplinary teaching team from the Harvard T.H. Chan School of Public Health and the Harvard Graduate School of Education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make policy recommendations
HGSE: Content	assessment
HGSE: Pedagogy	team-based learning
HGSE: Content	psychology
HGSE: Content	action research
HGSE: Content	organizations
HGSE: Content	early childhood
HGSE: Content	governance
HGSE: Content	developmental psychology
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	design a survey instrument
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	debate
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	think strategically
HGSE: Competencies	develop curriculum
HGSE: Content	social contexts
HGSE: Content	child development
HGSE: Content	mental health
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Competencies	analyze arguments
HGSE: Content	community
HGSE: Content	global/international context
HGSE: Content	decision-making
HGSE: Pedagogy	readings
Blue Course Evaluations	ALL
HGSE: Competencies	write a research proposal
HGSE: Competencies	synthesize readings
HGSE: Content	relationships with children
HGSE: Content	research ethics
HGSE: Content	refugees

Attribute	Value(s)
HGSE: Content	health
HGSE: Content	partnerships
HGSE: Content	program evaluation
HGSE: Content	evaluation
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	build partnership
HGSE: Competencies	write a grant proposal
HGSE: Content	culture
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Competencies	design an intervention
HGSE: Content	policy
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Content	scaling
HGSE: Content	technology
HGSE: Content	system-level leadership
HGSE: Pedagogy	project-based learning

## Education A844 Section: 1

Education for Community Development (225002)

Vesall Nourani

2025 Fall (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

An aim of education is to train individuals to achieve personal growth and become a source of social good. However, educational programs also grapple with a difficult social reality - that the processes of modern development often leads to the breakdown of a fundamental unit of our social fabric, the community. What does the breakdown of community imply about the aims of education? Can educational processes reconstitute this social fabric?

In this course, we will ask: how can educational programs simultaneously advance the aims of community and individual development? The course takes the perspective that, in order to advance insights in response to this question, we must also develop our own capacity to advance social actions in collaboration with communities. The goal of the course is, therefore, to initiate a process in which the participant can imagine "walking a path of development" with a community. By the end of the course, the participant will, it is the hope, see themselves at the beginning of such a path, walking it together with the community they associate with. They will also gain insight into how the path can be extended by iteratively and cumulatively developing educational content, content that empowers people who live in the places they inhabit to advance place-based development through a cyclical process of action and reflection.

Enrollment is limited and will be determined via application. Link to application: <https://forms.gle/MfccsDn5vY1kDLmX9>

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A845 Section: 1

The Economics of Education in Low- and Middle-Income Countries (225004)

Alejandro Ganimian

2026 Spring (4 Credits)

Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: None

Enrollment Cap:

50

\*Lottery Enrollment Course\* This course examines how key concepts and frameworks in economics may be leveraged to understand the frontier challenges in education in low- and middle-income countries (LMICs) and the circumstances under which policy changes may effectively address them. It seeks to provide you with an approach to help you: (a) diagnose the underlying reasons for existing challenges in education in LMICs; (b) assess the promise and potential pitfalls of proposed solutions; (c) design policies and programs with greater chances of success; and (d) monitor and/or evaluate the consequences of new or existing efforts. The course is intended for master's and doctoral students seeking to apply insights from economics to policy design, analysis, and monitoring/evaluation. It draws on theory and evidence from labor, development, and behavioral economics. It focuses on pre-primary to secondary education—the levels in which enrollments have expanded most rapidly in LMICs.

This course is structured around four main parts. The first one aims to make you view education in LMICs through the eyes of economists (Why do they study education? How do they view education? What do they think are the main challenges in education in LMICs?). This part is essential for you to understand why economists study certain questions and not others and the perspective from which they approach such questions. The second and third parts synthesize the evidence produced by economists in recent decades to improve both the "quantity" (e.g., enrollment) and "quality" (e.g., learning) of education (How can we increase the share of the population that attends school? How can we improve the quality and relevance of instruction that students receive at school?). These parts constitute the core of the course, integrating economic theory and existing evidence. The fourth and final part identifies the main challenges in translating evidence into policy (How can we make sense of "bundled" interventions? How can we assess the relevance of evidence across contexts?) and offers an overview of the frontier in evidence generation.

Prerequisites: You are expected to have taken EVI-101 ("Evidence") and S-040 ("Introduction to Applied Data Analysis") or equivalent courses that introduce students to regression analysis. You should be comfortable interpreting regression coefficients, standard errors, p-values, and confidence intervals. (You will not be required to perform statistical analysis in R or Stata). If you have taken more advanced statistics courses, such as S-052 ("Intermediate and Advanced Statistical Methods for Applied Educational Research") or S-290 ("Quantitative Methods for Improving Causal Inference in Educational Research"), you will be able to go beyond what is taught in class. Yet, this level of statistical proficiency is not necessary to participate in class and complete the course assignments.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education A855 Section: 1

Education and International Development: Policy and Practice (224898)

Robert Jenkins

2025 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Based on a review of the progress towards the United Nations Sustainable Development Goal 4.0 and the outcome of the Transforming Education Summit, this practice-focused course will support students to develop relevant skills and foster a professional identity in international development and education. We will review the global aid architecture in the education sector and its operationalization at country level. We will scrutinize critiques of aid effectiveness and analyze the workings of key international development organizations at global and national levels including entities such as the United Nations (including UNICEF and UNESCO), the Global Partnership of education, Education Cannot Wait, the World Bank, bilateral government aid and international and national NGOs. The key development-related tools and processes will be reviewed including education-sector planning, programming, implementation, monitoring and evaluation. We will analyze the level of coherence, efficiency and effectiveness of the education-related national planning and management processes. We will also review the extent that global and national stakeholders are influenced by evidence and best practices. The course integrates insights from global and national-level stakeholders and practitioners to enrich learning and delves into country case studies to illustrate the practical workings of international development organizations. Through this multi-level analysis, we will derive insights and strengthen related skills from "real-world" scenarios and best practices.

Class Notes:

Fall 2025 live course previews will be fully virtual. Use this zoom link to attend the live course preview- <https://harvard.zoom.us/j/92130243409?pwd=aPeVx2ppDpaYtejATUa8hENJDQMLqX.1&from=addon>.

---

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	examine trends
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	social development
HGSE: Content	global/international context
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
HGSE: Content	strategic planning

---

## Education A860Y Section: 1

Professional Dialogues in Global, International, and Comparative Education (222998)

Fernando Reimers

Robert Jenkins

2025 Fall (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: None Enrollment Cap: n/a

The goal of this weekly, non-credit, seminar is to engage students in the Global, International, and Comparative Education (GICE) concentration in a professional community to partake in dialogues about themes and dilemmas pertaining to the concentration that contribute to social community building. Students in the concentration are required to participating in a weekly meeting to engage in dialogues with other students, with HGSE graduates involved in international work, and with HGSE faculty and guests doing global, international and comparative work. This professional community experience is limited to and required for students in the GICE concentration.

Requirements: Limited to students in the Global, International, Comparative Education concentration

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver a lesson
HGSE: Content	global/international context
HGSE: Competencies	debate
HGSE: Competencies	design a lesson
HGSE: Competencies	build partnership
HGSE: Competencies	facilitate group process
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	examine trends
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	think strategically
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	small-group discussion

---

Education A862Y Section: 1

Professional Dialogues in Global, International, and Comparative Education (222999)

Fernando Reimers

Robert Jenkins

2026 Spring (0 Credits) Schedule: W 1200 PM - 0115 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

The goal of this bi-weekly, non-credit, seminar is to engage students in the Global, International, and Comparative Education (GICE) concentration in a professional community to participate in dialogues about themes and dilemmas pertaining to the concentration that contribute to social community building. Students in the concentration are required to participate in the bi-weekly meeting to engage in dialogues with other students, with HGSE graduates involved in international work, and with HGSE faculty and guests doing global, international and comparative work. This professional community experience is limited to and required for students in the GICE concentration.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education A895 Section: 1

Enabling Children to Learn in Humanitarian Crises and Fragile Contexts (224700)

Robert Jenkins

2026 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Triggered by events such as natural disasters, civil wars and pandemics, humanitarian crises endanger the well-being and safety of children, with implications for education. This practice-focused course will support students to develop skills related to designing and managing humanitarian programs in education. We will become familiar with the policy and programmatic frameworks commonly used to guide the provision of education opportunities for children as part of a broader humanitarian response, including the humanitarian coordination platform of the UN System, the Inter-Agency Steering Committee (IASC) and the work of the Education Cluster System at country levels. We will examine assessment, planning, and management tools as well as evidence related to the efficiency and effectiveness of various approaches to improving access and quality of education during crises. We will consider implications of education programs beyond learning, including as a means of protection from abuse and exploitation; recovery from traumatic experiences; and provision of lifesaving food, water, health care, and hygiene supplies. We will use country-level case studies and insights from global and national-level stakeholders and practitioners to learn how education actors in crisis situations conduct rapid assessments, situation analyses, and evaluations of program effectiveness.

This course is a strong practice-focused companion to the conceptual, research, and ethical foundation of Education in Uncertainty (T418).

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	global/international context
HGSE: Competencies	examine trends
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Content	social development
HGSE: Pedagogy	case-method learning
HGSE: Competencies	think strategically

---

## Education AH125 Section: 01

Science-Driven Innovation in the Early Childhood Ecosystem (180358)

Jack Shonkoff

2025 Fall (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

24

The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective policies and programs to strengthen the foundations of early development and lifelong health in the prenatal and early childhood periods. Drawing on a diversity of perspectives, students will learn how interactions among early experiences, individual variation in sensitivity to context, and developmental timing shape brain architecture and other biological systems (e.g., immune and metabolic) that affect learning, behavior, and health. Particular attention is focused on how adverse experiences and exposures related to intergenerational poverty, racism, and other structural inequities, as well as individual

disruptions in the caregiving environment, are built into the developing body and lead to either successful adaptation (i.e., resilience) or disparities in educational achievement and both physical and mental well-being. Students from a diversity of professional and personal backgrounds work on team projects over the course of the semester to explore how enhanced understanding of causal mechanisms that influence early development can catalyze fresh thinking about the variable effectiveness of "evidence-based" policies and programs and inform new strategies (at the child, family, and community levels) to achieve greater impacts on the lives of all young children facing adversity.

Recommended/intended for students who are motivated to be change agents in practice, policy, and/or research.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	health
HGSE: Content	diversity equity inclusion
HGSE: Competencies	design an intervention
HGSE: Content	risk prevention/intervention
HGSE: Competencies	make policy recommendations
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	facilitate group process
HGSE: Content	advocacy
HGSE: Content	social contexts
HGSE: Content	neuroscience
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
HGSE: Competencies	develop a theory of action
HGSE: Content	teams
HGSE: Content	social justice
HGSE: Content	early childhood
HGSE: Content	innovation
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	peer learning
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	synthesize readings
HGSE: Content	science
HGSE: Content	causal reasoning
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration

Education B310P Section: 01

Coaching with Equity in Mind (223868)

Kathy Boudett

Michele Shannon

2026 Spring (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap: n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* What are best practices in using coaching as a strategy for capacity-building of individuals? And how can we use this strategy to shift educational institutions to become more equitable? This course invites you to explore how coaching can help individuals lean into their strengths, recognize their biases, and coach with an awareness of the ways in which social identity and dominant culture impact the coaching relationship. As part of our class time, each week you will engage in a coaching practicum where you use a research-based coaching format to work with peers to practice key skills related to coaching with equity in mind. These skills include developing rapport, building trust and psychological safety, actively listening, effectively questioning, working through levels of dialogue and providing actionable feedback.

During this practicum, you will coach a peer on cultivating their chosen equity leadership disposition (<https://www.leadershipacademy.org/resources/equity-leadership-dispositions-2/>). The beauty of coaching is that you don't need to be an expert in the area that your coachee chooses; you just need to be able to listen carefully and create a holding environment where they can do their own learning. Through targeted feedback from peers and teaching team members, you will leave this course with improved basic coaching skills. You will also leave with a deeper understanding of how to integrate equity leadership dispositions into your practice.

Please note this is restricted to students in the Ed.M. OEL online master's program.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Content	coaching
HGSE: Content	identity
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	social justice
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	principals
HGSE: Content	diversity equity inclusion
HGSE: Competencies	mindset
HGSE: Pedagogy	reflective writing
HGSE: Content	relationships
HGSE: Content	culture
HGSE: Content	leadership
HGSE: Content	system-level leadership
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	engage in difficult conversations
HGSE: Content	professional development

---

Education BA010 Section: 01

Reframing Leadership: Understanding Situations, Understanding Yourself (220682)

Francesca Purcell

Irvin Scott

2025 Fall (1 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* How leaders lead depends on what they think they are leading. What is the situation they are facing? How do they understand the circumstances surrounding it? Might there be analyses and interpretations of events other than those that initially occurred to them? If so, might they lead to a different set of choices as to how to proceed? This module introduces students to Reframing Organizations: Artistry, Choice, and Leadership, 7th Edition. Authors Lee G. Bolman and Terrence E. Deal group a wide array of organizational theories into four categories they call "Frames," each of which offers a different way of understanding and managing organizational life. Used together, the Frames are useful tools for decoding complicated situations and issues and deciding how best to address them. The Frames leaders employ determine what they see and what they miss. By systematically pushing themselves to have a deeper and more complex understanding of what's going on, leaders can better understand situations, anticipate different reactions and outcomes, and develop a more complete set of responses. The Frames also serve as reminders that leaders have long-established ways of thinking and their first "take" on something may be the result of their limited analysis, cognitive biases, or both. In this leadership module, students will examine which Frames they feel less comfortable using and consider how might they can become more adept at using all four Frames to enhance their leadership skills.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

---

Education BA011D Section: 01

Real Talk: The Art and Practice of Brave Communication (220715)

Timothy McCarthy

2025 Fall (2 Credits)

Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* The rising generation must figure out how to lead and communicate with integrity and courage in an increasingly diverse, divided, and disrupted world. This course will help strengthen your capacity to do so--in whatever setting or sector you choose. Approximately one-third of our time together will be devoted to lessons and group discussions on various aspects of communication. The other two-thirds will consist of smaller sections and cohorts where you will practice and receive feedback on your communication skills. This course is designed for people who want to become more honest, authentic, and brave.

Limited to students in the online Master's in Education Leadership program at HGSE.

Requirements: Limited to Students in the Online Master's in Education Leadership program

### **Additional Course Attributes:**

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Req Availability	Not Available for Cross Registration

Education BA020 Section: 1

Core II: Looking Back, Looking Forward: Becoming Lifelong Reflective Practitioners (223019)

Francesca Purcell

Irvin Scott

2025 Fall (1 Credits)

## Schedule:

MTW 0600 PM - 0900 PM

### Instructor Permissions:      Instructor

### Enrollment Cap:

n/a

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** Transformative leadership often occurs at the intersection of practice and theory. While there are challenges associated with being simultaneously immersed in graduate study and work, one benefit is the opportunity to apply what you are learning to your experience. During this class, we will actively analyze the connection between learning and its application at the workplace to improve professional practice. We will also explore what it means to be a reflective practitioner and consider how individual learning is mediated by organizational culture. Finally, we will look toward the future and create strategies to support ongoing reflective inquiry as a critical component of individual leadership effectiveness and organizational growth.

This course is limited to and required for second year OEL master's students at HGSE.

**Requirements:** Limited to Students in the Online Master's in Education Leadership program

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA027 Section: 01

Strategic Finance for Nonprofit Leaders (220659)

James Honan

2026 Spring (4 Credits)

## Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

### Enrollment Cap:

n/a

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

## Requirements:

Must be an online EdM in Education Leadership Student

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	financial management
HGSE: Content	scaling
HGSE: Competencies	read financial statements
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	strategic planning
HGSE: Content	leadership
HGSE: Content	organizations
HGSE: Competencies	prepare budgets
HGSE: Competencies	think strategically
HGSE: Content	nonprofits
HGSE: Pedagogy	case-method learning
Blue Course Evaluations	OEL

Education BA040 Section: 1

Transforming Education through Purpose-Driven Entrepreneurship (224907)

Uche Amaechi

2025 Fall (2 Credits)

## Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap: n/a

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\***This course focuses on how leaders in the education sector can take a purpose-driven and entrepreneurial approach to addressing educational challenges. Students will learn to identify opportunities and develop solutions that meet community needs and create social impact. Students will consider contextual factors that impact the feasibility and viability of their solutions.

## They will learn to:

Identify opportunities and develop purpose-driven entrepreneurial solutions in diverse social contexts.

Balance social missions and impact goals with market requirements.

Build diverse and collaborative teams that prioritize the needs of the audience being served.

Through case studies, readings, workshops, and peer feedback, students will develop the skills to create integrated social-impact business models. Educational challenges may be systemic, impacting the broader sector, or primarily local, impacting a particular community.

By the end of the course, students will have developed and presented a business model for a purpose-driven solution to a specific educational need or problem.

Requirements: Limited to Students in the Online Master's in Education Leadership program

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	innovation
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	develop a business proposal or plan
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	build partnership
HGSE: Content	action research
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze qualitative data

Attribute	Value(s)
HGSE: Content	social justice
HGSE: Pedagogy	readings
Blue Course Evaluations	OEL
HGSE: Competencies	design an intervention
HGSE: Competencies	collect qualitative data
HGSE: Content	scaling
HGSE: Content	accountability
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	design thinking
HGSE: Competencies	develop a theory of action
HGSE: Competencies	collaborate
HGSE: Content	group dynamics
HGSE: Content	community
HGSE: Content	diversity equity inclusion
HGSE: Content	social contexts
HGSE: Competencies	conduct an interview
HGSE: Content	strategic planning

## Education BA043 Section: 1

An Introduction to Education Finance and Budgeting (227657)

Jonathan Paul

2026 Spring (2 Credits)	Schedule:	MWR 0700 PM - 0900 PM
Instructor Permissions: None	Enrollment Cap:	n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*This course provides a comprehensive overview of education finance, equipping students with the skills to navigate the complex financial landscape of both K-12 and higher education institutions. Students will analyze core financial statements, learn strategic budgeting, and evaluate institutional performance using key financial metrics. The curriculum emphasizes strategic decision-making by exploring critical tradeoffs, risk management, and ROI analysis for educational programs and capital projects. Through a combination of case studies and practical exercises, students will develop the communication skills necessary to advocate for resources and align financial strategies with academic priorities.

Each session of this course is designed to build upon the last. By the end of J-Term, you will develop your competencies in:

Understanding the economic models that drive K-12 and higher education, and the forces impacting financial health and sustainability of the field.

Reading and analyzing financial statements and assessing financial health, a vital competency for all education leaders.

Identifying the key levers and tools that will support effective financial decision making.

Applying your financial skills to real world education institutions in the US.

Communicating the 'story behind the numbers' in simple and compelling ways.

Strategically investing financial resources in ways that further your organization's mission and vision.

This course does not have any prerequisites other than basic algebra and a willingness to work hard.

## Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 6:00pm on 1/7/2026.

## Requirements:

Must be an online EdM in Education Leadership Student

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education BA100 Section: 01

Remixing Education: Innovations in Blending K12, College, and Career Pathways (223863)

Christopher Gabrieli

2025 Fall (2 Credits)

## Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: None

### Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*Despite decades of defining K12's North Star role as "college and career readiness" and a college degree being seen as a passport to economic opportunity, data shows that large shares of today's graduates fall woefully short of these goals. Across the nation, many innovations in policy and practice are aimed at bridging the traditionally siloed fields of K12, higher education and workforce in order to prepare students better. One promising group of efforts has worked to hybridize high school and college into "early college high schools." More recently, a growing group of efforts have focused on "career pathways" through "modern youth apprenticeships" based on the world-leading Swiss model as well as other approaches such as next generation Career and Technical Education (CTE), internships, work-based learning, and career exploration. Finally, for more than a century, many colleges have offered "co-op education" programs helping place students into six-month stints of full-time, paid employment at intervals in their college progression. A leading think tank in this space calls these emerging efforts to integrate K12, college and career The Big Blur. This course will address both the policy and practice dimensions of these efforts through a set of case studies surveying a handful of the most exciting and promising efforts. We will look at how current policies generally reinforce silos and how innovative ones can transcend them. We will look at how on-the-ground efforts work to make these goals real. Each case study will include a guest lecture from a policymaker, institutional leader, teacher and/or student to bring us as proximate as we can be to the work. The course Lecturer is a direct participant in this field as well. The course is designed to be of interest to students with a focus on any or all of K12, higher ed or workforce and is especially intended for those who seek to lead on local, state and even national policy to drive to better outcomes and greater equity.

#### Requirements:

Limited to Students in the Online Master's in Education Leadership program

#### **Additional Course Attributes:**

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Req Availability	Not Available for Cross Registration

Education BA122 Section: 01

Creating the Conditions for Effective School, Family and Community Partnerships (220716)

Karen Mapp

2026 Spring (4 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* What does it take to create the conditions for trusting, meaningful, and effective educational partnerships between schools, families, and communities? Around the globe, educators are reconsidering and taking more seriously the vital role these partnerships play in the success of students and the improvement of schools. The purpose of this course is to explore the leadership and management skills, mindsets, and dispositions needed to create and sustain the conditions for effective partnerships. As a learning community, we will investigate "promising practice" strategies being implemented by schools and districts to cultivate and sustain school, family, and community connections that support children's learning and development, and school improvement. Through case studies, lectures, readings, guest presentations, and class discussions, we will also explore the systems, structures, and resources necessary to support these partnerships. The course includes a group project with an organization working on a family/community engagement initiative.

The course consists of a two-hour full class meeting on Tuesday's (from 6-8PMEST) and a one-hour section on Thursdays within the 6-9PMEST time range. During the first week of class, students will select their Thursday section time slot, for example, 6-7PM, 6:30-7:30PM, etc.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	analyze arguments
HGSE: Content	families
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	field-based project
HGSE: Competencies	engage families
HGSE: Competencies	build partnership
Blue Course Evaluations	OEL
HGSE: Content	leadership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	make a presentation
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	design an intervention

---

Education BA205 Section: 1

Using Economic Models to Understand Education Systems (227659)

Vesall Nourani

2026 Spring (2 Credits)

Schedule:

M 0930 AM - 1130 AM

TR 0930 AM - 1100 AM

TR 0930 AM - 1100 AM

MW 0930 AM - 1100 AM

R 0930 AM - 1130 AM

Instructor Permissions: Instructor Enrollment Cap: 72

\*\*\*ONLY OFFERED FOR OEL-IEPM STUDENTS\*\*\* This course introduces students to fundamental principles of microeconomics with a focus on questions relevant to education. The main goal is to train students to appreciate the power of precise and analytical thinking through the lens of economic models of human behavior. Given that these models have powerful implications for policy choices, emphasis will also be placed on the limits and strengths of such analytic thinking. Examples of policy problems are drawn from early childhood education, elementary and secondary education, and post-secondary education in a variety of countries. The course has at least two secondary goals, including: 1) helping participants link the implications of economic models to empirical research questions and 2) linking models covered in the course to recent research when appropriate. A structured sequence of readings and problem sets are required of all students. The course is an introduction to the principles of microeconomics with a focus on education; thus, students who have had intermediate microeconomics should not take this course. Students should have experience with reading graphs and be competent in algebra.

Class Notes:

Session 1. Monday, Jan 5: 9:30am ET until 11:30am ET  
Session 2. Tuesday, Jan 6: 9:30am ET until 11:00am ET  
Session 3. Thursday, Jan 8: 9:30am ET until 11:00am ET [OPTIONAL]  
Session 4. Tuesday, Jan 13: 9:30am ET until 11:00am ET  
Session 5. Thursday, Jan 15: 9:30am ET until 11:00am ET  
Session 6. Monday, Jan 19: 9:30am ET until 11:00am ET [OPTIONAL]  
Session 7. Wednesday, Jan 21: 9:30am ET until 11:00am ET  
Session 8. Thursday, Jan 22: 9:30am ET until 11:30am ET

---

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email registrar@gse.harvard.edu. This request must be submitted before 8:30am on 1/6/2026.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education BA235A Section: 1

Legal Issues in K-12 Education (223020)

Philip Catanzano

2025 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* Legal Issues in K-12 Education is being taught in the OEL program as a core course. Students will receive an introduction to the American system of education law and a discussion of ethical issues that may arise. Students will learn how to read and brief legal cases, read federal regulations and regulatory guidance, and understand the legal issues that impact education. Each week will build on this structure, focusing on issues like risk management, contracts and negligence, and an introduction to U.S. constitutional law through the lens of the Equal Protection Clause (analyzing its impact

on race, gender, and socioeconomic status), the application of statutes like Title VI of the Civil Rights Act and Title IX of the Education Amendments, and other issues that may arise in K-12 education including search and seizure and due process, among other topics. (Disability law will be addressed in a limited fashion because there is a separate disability law module available in Fall 2.)

This module is only available to students in the HGSE OEL online master's program.

Requirements: Limited to Students in the Online Master's in Education Leadership program

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	law
Blue Course Evaluations	OEL
HGSE: Content	civil rights
HGSE: Pedagogy	case-method learning
HGSE: Competencies	interpret laws
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Not Available for Cross Registration

Education BA238A Section: 1

Disability Law: An Overview of How the Law Works in K-12 and Post-Secondary Education (226811)

Philip Catanzano

2025 Fall (2 Credits)

## Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

### Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* This course will address several areas of disability law, including physical accessibility, digital accessibility, service animals and emotional support animals, the process to request and receive accommodations, and other related areas. Note that this course is designed to discuss both K-12 and higher education disability law, and will focus primarily on the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Fair Housing Act as it applies to residential services on post-secondary campuses and related rights. It will discuss generally the technicalities of the Individuals with Disabilities Education Act (commonly known as "IDEA"), given that law could subsume the entire course. Even though not focused on every aspect of the IDEA, we will discuss how the special education process works at K-12, from duties on school districts to locate and evaluate students with disabilities, through program development, and up to and through litigation when school districts and students cannot reach resolution. A similar approach will be taken with regard to the process at post-secondary institutions.

**Requirements:** Must be an online EdM in Education Leadership Student

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Content	law
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	peer learning
Blue Course Evaluations	OEL
HGSE: Competencies	interpret laws

Attribute	Value(s)
HGSE: Pedagogy	lecture

Education BA310W Section: 1

Leading Strategically: Building Skills for Effective Leadership (222994)

## Elizabeth City

2025 Fall (2 Credits)

## Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: None

### Enrollment Cap:

n/a

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** What does it mean to "lead strategically," and how might you do that right now in your current role? How do you avoid typical pitfalls, like trying to do too many things or strategy living in the leader's head rather than being shared and driven by a variety of stakeholders? How can you be proactive rather than reactive? How might you cultivate strategic mindsets and skills in all dimensions of your life? This module prepares you to be a more strategic leader by partnering to answer these and other questions leaders face when trying to accomplish great things in complex contexts. The module is designed for leaders in a variety of environments, including preK-12 schools/school systems and higher education. The module is hands-on and interactive, including self-assessment, peer interaction, and practice with tools you can use at the organizational level and in your own daily and regular work.

The course will meet 2 hours/week in whole group and 1 hour/week in small group. Whole group will meet Mondays, 6-8pm. Default for small groups will be 8-9pm. If there are multiple students who prefer another day/time for their small group, we may be able to accommodate that.

Requirements: Limited to Students in the Online Master's in Education Leadership program

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	organizations
Blue Course Evaluations	OEL
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	facilitate group process
HGSE: Content	leadership
HGSE: Content	strategic planning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	field-based learning
HGSE: Competencies	leadership
HGSE: Pedagogy	experiential learning
HGSE: Competencies	think strategically

Education BA311A Section: 01

Leading a School Through Challenge and Crisis (220660)

Richard Melvoine

2026 Spring (2 Credits)

## Schedule:

TWR 0700 PM - 0900 PM

Instructor Permissions:  Instructor

## Enrollment Cap:

25

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** Harvard's famous anthem Fair Harvard sees "calm rising thro' change and thro' storm." But school leaders are the ones who have to take the tiller and figure out the way to get through the storm. The thrust of this case-based, discussion-based course is to challenge students to problem-solve the widely varied kinds of problems – and yes, crises – that school leaders face. They range from the immediate – the death of a student, the threat of an armed person on campus, a racist incident, a hurricane – to less urgent but no less real crises: a slashed budget, a sharp decline in enrollment, crumbling infrastructure, reports of sexual assault. And of course it is hard to imagine more challenging situations than the recent pandemic and the ongoing struggles over racial justice and culture wars. By working through specific cases, this course will illuminate larger operational and strategic issues that are part and parcel of the work of a school leader. While some cases will be drawn from the instructor's direct experiences in leading an independent school, the issues addressed will be central for students aspiring to lead all manner of schools: public, charter, faith-based, and private. Readings will be drawn from several sources that focus on the nature of leadership, from the world of schools to explorers and even to the American presidency.

**Class Notes:** Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 6:00pm on 1/7/2026.

**Requirements:** Must be an online EdM in Education Leadership Student

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	leadership
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	politics
HGSE: Content	decision-making
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments
HGSE: Competencies	develop a theory of action
HGSE: Competencies	leadership
Blue Course Evaluations	OEL

**Education BA316A Section: 1**

Leading Learning: Cultivating Skills for Education Leadership and Management (223018)

Irvin Scott

Mary Grassa O'Neill

2025 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

54

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** This module is dedicated to improving teaching and learning in schools, systems, and organizations. As a teaching team of practitioners, we believe the way to improve student outcomes is to improve the instruction students receive every day in every classroom. Through this module, students will glean a deep understanding of how to improve teaching and learning at scale. We will focus our attention on how to: lead a vision for teaching and learning, design data and action driven systems

to serve all students, bolster strong instruction with a culture focused on caring, character development, and just communities, focus the role of the leader on agility to support educators in improving their practice, enhancing student outcomes, and strengthening family and community partnerships. Tools and practical materials will be shared so that leaders are equipped with concrete resources to support instructional improvement. Bridging the fields of education and business, this course integrates world-class faculty and research with best practices in educational leadership to provide school and organization leaders with frameworks, skills, and knowledge to effectively lead and drive learning, change, and improvement. This module is open to all interested students. It is part of the comprehensive HGSE/HBS Certificate in School Management and Leadership (CSML) which is comprised of four courses: Leading Change, Leading School Strategy and Innovation, Leading People and Leading Learning which can be taken independently and in any order. When you successfully complete this CSML course you will earn an HBS/HGSE certificate in Leading Learning.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	OEL

---

Education BA333 Section: 01

Strategic Leadership in the PreK-12 Education Ecosystem (220721)

Irvin Scott

2025 Fall (4 Credits) Schedule: W 0600 PM - 0900 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* The primary goal of this course is to prepare aspiring and growing leaders for impactful work in the education ecosystem, with an emphasis placed on school leadership, nonprofit leadership, and entrepreneurial leadership. The course will focus on three dimensions of leadership. The first dimension focuses on understanding the impact we're seeking to have and how that impact happens in multiple parts of the Pk-12 Education Ecosystem, which is a framework Dr. Scott has developed. The second dimension relates to the ways (skills, characteristics, and dispositions) we lead within the ecosystem. This dimension utilizes HGSE's Education Leadership, Organizations, and Entrepreneurship framework along with an amendment to include two complimentary elements: 1) REDI, which stands for Race, Equity, Diversity and Inclusion, and 2) Leading Learning. The third dimension utilizes Ron Heifitz's and Marty Linky's idea of technical vs. adaptive frame in understanding how to build your analytical skills in understanding the challenges one faces in current and future roles. By the end of this course, aspiring leaders will be able to clearly envision themselves as leaders, who strategically navigate the education ecosystem to realize maximal impact.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

---

Education BA501 Section: 1

Negotiation Workshop (223048)

Gillien Todd

Samuel Straus

2026 Spring (4 Credits)

Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

\*Lottery-based Enrollment\* \*\*ONLY OFFERED FOR OEL STUDENTS\*\* Full Attendance at all class sessions required\*\* This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions, power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in Getting to Yes and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course with sessions featuring a mix of pair work, as well as small and large group discussion.

Must be taken Satisfactory/No Credit.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only
All: Cross Reg Availability	Not Available for Cross Registration

---

Education BA501 Section: 2

Negotiation Workshop (223048)

Whitney Benns

Deborah Goldstein

2026 Spring (4 Credits)

Schedule:

M 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

\*Lottery-based Enrollment\* \*\*ONLY OFFERED FOR OEL STUDENTS\*\* Full Attendance at all class sessions required\*\* This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions, power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in Getting to Yes and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course with sessions featuring a mix of pair work, as well as small and large group discussion.

Must be taken Satisfactory/No Credit.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only
All: Cross Reg Availability	Not Available for Cross Registration

---

Education BA501 Section: 3

Negotiation Workshop (223048)

Alonzo Emery

2026 Spring (4 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

\*Lottery-based Enrollment\* \*\*ONLY OFFERED FOR OEL STUDENTS\*\* Full Attendance at all class sessions required\*\* This is a practitioner-focused course introducing frameworks, tools, and skills to effectively manage negotiations in a variety of both professional and personal settings. Our approach is primarily experiential, and we will engage in hands-on negotiation simulations and/or exercises in every class session. These simulations are designed to enhance skills, demonstrate particular concepts, and provide opportunities to experiment with various negotiation techniques. Simulations and class exercises also require working with, and receiving feedback from, a partner and therefore full attendance at all class sessions is required. We will cover negotiation topics such as preparation, value creation, distribution, dealing with difficult tactics, advanced listening, managing difficult conversations, and the role of emotions,

power, and identity in negotiation. Our approach is guided by theories of principled or interest-based negotiation, as outlined in Getting to Yes and other texts, which are used as points of departure for class discussion. A central feature of the course will be self-reflection: students will develop a practice of reviewing their negotiations and developing best practices. In particular, this course will ask you to do personal work and reflection on how you came to be the negotiator you are. Written work will consist of regular self-reflective journal assignments. This is a team-taught course with sessions featuring a mix of pair work, as well as small and large group discussion.

Must be taken Satisfactory/No Credit.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only
All: Cross Reg Availability	Not Available for Cross Registration

---

Education BA603 Section: 1

Collaborative Inquiry: Sustaining Meaningful Professional Learning for Our Colleagues and Ourselves (223838)

Tina Blythe

2025 Fall (2 Credits) Schedule: W 0600 PM - 0900 PM

Instructor Permissions: None Enrollment Cap: n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* Many educators spend a lot of time in meetings—faculty meeting, department meetings, grade level meetings, task force meetings, committee meetings, and so on. And yet, how many of those meetings are focused on understanding and improving the day-to-day teaching and learning that happens in our classrooms and schools? In this course, we'll focus on how to leverage ordinary meeting time for meaningful professional learning: how do we work together with colleagues to identify and make headway on the core questions about teaching and learning that are most important in our particular contexts and communities? In interactive sessions, we will explore tools and processes for sparking, sustaining, and deepening learning conversations among colleagues. These tools and processes include protocols for guiding and supporting collegial conversation; strategies for documenting learning (both students' and our own); practices for thoughtful listening, observation, and question-asking; and the broader process of collaborative inquiry and what it takes to sustain it. We will spend class time practicing with these tools and processes. Participants will keep a reflective journal and develop a set of next steps that they can take in their own contexts to support their own learning and the learning of colleagues. \*\*\*Please note that attendance at the first class session is mandatory.\*\*\*

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	improve teaching practice
HGSE: Competencies	facilitate group process
HGSE: Content	learning and teaching

Attribute	Value(s)
HGSE: Content	professional development
HGSE: Pedagogy	experiential learning
Blue Course Evaluations	OEL
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations

Education BA701 Section: 01

Creating the Future of American Postsecondary Education (220708)

Francesca Purcell

2025 Fall (4 Credits)

## Schedule:

W 0600 PM - 0900 PM

### Instructor Permissions:      Instructor

## Enrollment Cap:

n/a

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** Students will become deeply familiar with the contemporary American postsecondary education landscape, gaining an understanding of its great strengths and many challenges, and will develop their own professional vision around their contributions to the field for years to come. First, we will examine key data and trends to better understand the student journey into and through postsecondary education. Our analysis will include how different groups of students are served before, during, and after their postsecondary education experience relative to race and ethnicity, gender, income-level, and other factors. We will then turn to an exploration of selected major issues that postsecondary education administrators and policymakers will likely continue to grapple with into the future and develop strategies about ways forward. Throughout the class, students will develop and strengthen fundamental professional skills and have opportunities to reflect upon career options and develop professional networks.

This course is limited to students in the Online Master's in Education Leadership program enrolled in the Higher Education Pathway.

Requirements: Limited to Students in the Online Master's in Education Leadership program

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Competencies	understand data
HGSE: Competencies	diagnose complex problems
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	descriptive statistics
HGSE: Pedagogy	lecture
HGSE: Pedagogy	peer learning
Blue Course Evaluations	OEL
HGSE: Competencies	examine trends
HGSE: Content	social justice
HGSE: Content	postsecondary education
HGSE: Pedagogy	small-group discussion

Education BA702 Section: 1

Strategic Enrollment Management (223032)

Drew Allen

2026 Spring (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* Colleges and universities are facing unprecedented challenges and uncertainty relating to student enrollment. From dramatic demographic shifts in college-going populations to new policies relating to the admissions process and the use of standardized tests, these changes require strategic enrollment management solutions that cut across traditional institutional boundaries. This module provides an overview of strategic enrollment management, including recruitment, marketing, admissions, financial aid, student retention, and strategic enrollment planning. Students will participate in class discussions of readings and will collaborate on a multi-week group exercise that models the real-world considerations of working in an admissions office of an institution of higher education. Although the primary goal is to build students' understanding of foundational enrollment management processes, the course will also engage students in controversial topics and current debates that have a significant impact on the field, including race-conscious admission and ethics in the use of predictive analytics. Most readings and cases center on the undergraduate context; however, select examples may be drawn from graduate and international admissions and enrollment, depending on students' interests. This module is restricted to master's students in online Master's in Education Leadership program. The module has no formal prerequisite courses, and it has been designed to meet the needs of students without prior quantitative, data analysis, or higher education coursework. The course offers an introduction to enrollment management for OEL students interested in policy and practice relating to college admissions, financial aid, and enrollment management.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	college access
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL
HGSE: Content	financial aid
HGSE: Content	admissions
HGSE: Content	strategic planning

---

Education BA709 Section: 01

Student Development in Context: Promoting Success and Well-Being in Higher Education (223013)

Alexis Redding

2026 Spring (4 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* There is no one-size-fits-all college experience and the idea of the "traditional college" student is woefully out of date. In this course, we will unpack what it means to navigate the path to and through higher education today. We will also consider how individuals and institutions can foster student success and promote retention using theoretically-grounded practices.

During the semester, we will develop a robust toolkit of theories and frameworks from the fields of developmental psychology, sociology, and student affairs. This collection of ideas from across disciplines will allow us to center contemporary research on the student experience and to consider how to build policies and practices that genuinely meet their needs. To do this, we will test and apply our course ideas to a range of institutional contexts while we work to modernize and adapt them to fit the changing landscape of higher education. We will also hear directly from leading student affairs professionals who will share insights into their institutions and the students they serve along with current puzzles of practice for us to explore.

Students will leave this class with a solid foundation of theory, a nuanced understanding of today's college students, and a toolkit of research-based approaches to offer developmentally-grounded supports that help students thrive.

Note: This course is required for and limited to OEL students in the Higher Education Pathway.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

---

Education BA709 Section: 1

Student Development in Context: Promoting Success and Well-Being in Higher Education (223013)

Alexis Redding

2025 Fall (4 Credits) Schedule: R 0600 PM - 0900 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

There is no one-size-fits-all college experience and the idea of the "traditional college" student is woefully out of date. In this course, we will unpack what it means to navigate the path to and through higher education today. We will also consider how individuals and institutions can foster student success and promote retention using theoretically-grounded practices.

During the semester, we will develop a robust toolkit of theories and frameworks from the fields of developmental psychology, sociology, and student affairs. This collection of ideas from across disciplines will allow us to center contemporary research on the student experience and to consider how to build policies and practices that genuinely meet their needs. To do this, we will test and apply our course ideas to a range of institutional contexts while we work to modernize and adapt them to fit the changing landscape of higher education. We will also hear directly from leading student affairs professionals who will share insights into their institutions and the students they serve along with current puzzles of practice for us to explore.

Students will leave this class with a solid foundation of theory, a nuanced understanding of today's college students, and a toolkit of research-based approaches to offer developmentally-grounded supports that help students thrive.

Note: This course is required for and limited to OEL students in the Higher Education Pathway.

Requirements: Limited to Students in the Online Master's in Education Leadership

## program

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL

Education BA710S Section: 1

## Ethical Questions in Higher Education (223050)

Brian Rosenberg

2026 Spring (2 Credits)

## Schedule:

TWR 0700 PM - 0900 PM

Instructor Permissions: None

## Enrollment Cap:

n/a

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** The current moment has underscored the fact that leaders in higher education are forced regularly to make difficult decisions that have competing ethical and practical consequences. How does one decide about the opening or closing of a campus during a pandemic? How does one balance a commitment to the free exchange of ideas against the potential for some ideas to create a toxic environment? What role should the university play in challenging governmental policies that conflict with the university's mission? How does one weigh the importance and cost of access to college against the importance and cost of investing in the quality of college? In this course we will explore these and other challenging questions through a combination of actual case studies and broader discussions about the role and responsibilities of the university in society. Students will be asked to formulate careful arguments and to wrestle with the fact that life—on and off a college campus—is rarely simple.

## Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 6:00pm on 1/7/2026.

**Requirements:** Must be an online EdM in Education Leadership Student

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	debate
HGSE: Competencies	synthesize readings
HGSE: Content	admissions
HGSE: Content	budgeting
HGSE: Competencies	democracy
HGSE: Competencies	leadership
HGSE: Content	politics
HGSE: Pedagogy	readings
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	higher education
HGSE: Content	organizations
HGSE: Content	financial aid
HGSE: Content	economics
HGSE: Content	accountability
HGSE: Content	decision-making

Attribute	Value(s)
HGSE: Pedagogy	lecture
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	apply economic concepts
HGSE: Competencies	engage in difficult conversations
HGSE: Content	governance
HGSE: Competencies	understand data
HGSE: Competencies	analyze arguments
HGSE: Content	values
HGSE: Content	strategic planning
HGSE: Content	ethics
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Content	higher-education access
HGSE: Content	diversity equity inclusion
HGSE: Content	reading
HGSE: Competencies	think strategically
HGSE: Content	leadership

## Education BA800 Section: 1

Introduction to International Education: Policy, Practice, and Community (226891)

Fernando Reimers

Robert Jenkins

2025 Fall (1 Credits)

Schedule:

MTWRF 0800 AM - 0930 AM

Instructor Permissions:      Instructor

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*The course will serve as an introduction to the International Education Policy and Management pathway in the OEL program, providing an overview of the program and the context, developments and practices we will explore in the months ahead. Together we will develop an understanding of the global education ecosystem, including the role of key institutions within it, and explore trends, achievements, and challenges in the field today. We will become familiar with frameworks and approaches used to analyze national contexts and manage change processes within them. Along the way, we will practice skills of analysis, reflection, and consultation—habits that will serve you well during the program and in your careers.

In addition to providing conceptual grounding in international education, the course will provide an opportunity for program participants to get to know the areas of interest and expertise of fellow learners and faculty members, as well as the academic and professional resources available. This course initiates both the foundational understanding and connections needed to enable more in

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	governance
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	OEL
HGSE: Content	global/international context
HGSE: Content	policy
HGSE: Pedagogy	discussion sections

Education BA801 Section: 1

Education Policy Analysis and Research in Comparative Perspective (226897)

Fernando Reimers

2025 Fall (4 Credits)

## Schedule:

R 0800 AM - 1100 AM

Instructor Permissions:      Instructor

## Enrollment Cap:

n/a

**\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*** How can policy analysts, leaders, consultants, and social entrepreneurs help improve educational opportunity around the world? How can policy analysis help poor and marginalized children get a relevant and meaningful education, that matters to their future life prospects and to the development of the societies in which they live? How can education support the development of inclusive and sustainable societies? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to increase the quality and relevancy of education. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to shaping policy reform. Students will conduct a policy analysis for a client examining how to align education policy to advance social equity, strengthen democracy and address climate change. The course may be of interest to students interested in education policy and leadership roles in system level reform in global contexts and in learning to draw lessons from international and comparative education.

**Requirements:** Limited to Students in the Online Master's in Education Leadership program

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	global/international context
HGSE: Content	curriculum development
HGSE: Content	policy
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	write a policy memo
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	project-based learning

Attribute	Value(s)
Blue Course Evaluations	OEL
HGSE: Competencies	write a research/analytic paper
HGSE: Content	teacher preparation
HGSE: Competencies	make policy recommendations
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education BA840 Section: 1

Using Evidence to Improve Teaching and Learning (226789)

Emiliana Vegas

Martin West

2026 Spring (4 Credits)

Schedule:

W 0800 AM - 1100 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The dilemmas we face as education professionals seeking to improve education require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice in global contexts. Students will learn to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. We will apply these insights along the way to assess the available evidence on a core issue in international education: learning inequality in low- and middle-income countries (LMICs). We will learn to interpret data on student learning outcomes in LMICs (including its variability), evaluate evidence related to what works, where, and for whom to improve learning and reduce learning inequality in LMICs, and discuss how to responsibly draw insights from existing studies to propose policy implications and recommendations for decision-makers to act upon.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education BA855 Section: 1

Education and International Development: Programming and Practice (226821)

Robert Jenkins

2025 Fall (4 Credits)

Schedule:

T 0800 AM - 1100 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*

Based on a review of the progress towards the United Nations Sustainable Development Goal 4.0 and the outcome of the Transforming Education Summit, this practice-focused course will support students to

develop relevant skills and foster a professional identity in international development and education. We will review the global aid architecture in the education sector and its operationalization at country level. We will scrutinize critiques of aid effectiveness and analyze the workings of key international development organizations at global and national levels including entities such as the United Nations (including UNICEF and UNESCO), the Global Partnership of education, Education Cannot Wait, the World Bank, bilateral government aid and international and national NGOs. The key development-related tools and processes will be reviewed including education-sector planning, programming, implementation, monitoring and evaluation. We will analyze the level of coherence, efficiency and effectiveness of the education-related national planning and management processes. We will also review the extent that global and national stakeholders are influenced by evidence and best practices. The course integrates insights from global and national-level stakeholders and practitioners to enrich learning and delves into case studies to illustrate the practical workings of international development organizations. Through this multi-level analysis, we will derive insights and strengthen related skills from "real-world" scenarios and best practices.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

Education BH200 Section: 1

K-16 Transitions: Developmental Perspectives on College and Career Readiness (224949)

Mandy Savitz-Romer

2026 Spring (2 Credits) Schedule: W 0600 PM - 0900 PM

Instructor Permissions: None Enrollment Cap: n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*This module is designed to provide students with a developmental perspective on how students conceptualize and engage in college and career readiness. While no one student will follow an identical path to and through college/career, a developmental approach that emphasizes the importance of aspiration formation, identity development, hopefulness, motivation, and planfulness for college and career is essential to inventing a positive, meaningful future. This module invites students to consider these developmental constructs in light of the structures and systems that shape an individual's future self. Students will review scholarship from the fields of PreK-12 education, counseling, psychology, higher education, and career development with an emphasis on strengths-based frameworks that center students' social identities, assets, and developmental needs. The class will combine developmental theories with applied educational experiences across the K-16 continuum.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adolescent development
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	design an intervention
HGSE: Pedagogy	discussion sections
HGSE: Content	higher-education access
Blue Course Evaluations	OEL

Attribute	Value(s)
HGSE: Content	career development
HGSE: Content	college access
HGSE: Content	developmental psychology
HGSE: Content	higher education

---

## Education BQO11A Section: 01

Equity and Opportunity: Class in Context (220739)

Noah Heller

Jing Qiu

2025 Fall (2 Credits)

Schedule:

R 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

\*Lottery-based Enrollment\*\*ONLY OFFERED FOR OEL STUDENTS\* The first part of HGSE's Foundations in Equity and Opportunity is an "Identity in Context" module in which students will engage in academically and personally rigorous inquiry about a dimension of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEQO

---

## Education BQO11B Section: 01

Equity and Opportunity: Dis/ability in Context (226837)

Monica Ng

Jenna Gravel

2025 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

\*Lottery-based Enrollment\*ONLY OFFERED FOR OEL STUDENTS\* Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six

dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEOQ

---

## Education BQO11D Section: 01

Equity and Opportunity: Race and Ethnicity in Context (220662)

Timothy McCarthy

Ebonée Green

2025 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

\*Lottery-based Enrollment\* ONLY OFFERED FOR OEL STUDENTS\* Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEOQ

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE Online Only

---

## Education BQO11D Section: 02

Equity and Opportunity: Race and Ethnicity in Context (220662)

Ebonée Green

Timothy McCarthy

2025 Fall (2 Credits)

Schedule:

R 0600 PM - 0900 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

\*Lottery-based Enrollment\* ONLY OFFERED FOR OEL STUDENTS\* Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEQO
HGSE: Limited Enrollment	HGSE Online Only

---

## Education BS010B Section: 1

Designing Surveys and Questionnaires: Principles and Methods (223052)

Joseph McIntyre

2026 Spring (2 Credits)

Schedule:

W 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS. THIS COURSE IS NOT OPEN TO RESIDENTIAL STUDENTS\*\*\*

Questionnaires are among the most common data collection methods that educational researchers and other social scientists employ. Thus, surveys wield tremendous impact on the data based decision making that increasingly permeates our educational system and in society more broadly. Yet producing high-quality survey measures is not a straightforward task. Survey designers must choose between open ended, ranking, or rating items; between asking questions or posing statements for respondents to agree/disagree with; how

many response options to offer; and the organizational logic of their survey. Empirical studies exist to guide each of these choices and maximize the quality of the data collected. This course will familiarize students with the steps and procedures that are essential to developing high quality surveys. The major topics of the course include defining constructs; creating items and item wording; response anchors; organizing, ordering, and formatting surveys; and bolstering response rates. The course is not designed to cover sampling procedures, analysis of survey data, or interviewing. As a final project, students will design a short questionnaire.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	psychology
HGSE: Content	descriptive statistics
HGSE: Competencies	understand data
HGSE: Competencies	collect quantitative data
HGSE: Competencies	assess cognitive challenges
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	research methods
HGSE: Competencies	design a survey instrument
Blue Course Evaluations	OEL
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	readings

Education BT022 Section: 1

How the Future of Work is Shaping the Future of Education (223053)

Peter Blair

2026 Spring (4 Credits)

Schedule:

R 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

30

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* The advent of automation, robotization, artificial intelligence, and the gig economy are key forces shaping the future of work. The future of work, in turn, is shaping the demand for traditional education credentials, like college degrees. Fortune 500 companies, such as, Apple, Google, and Microsoft, in fact, no longer require Bachelor's degrees for incoming workers, opting instead to hire based on skills. In this course, we will examine the technological changes that are driving the future of work and the future of education. We will cover topics related to the history of education and technology, recent impacts of new technological innovations, and responses by the education sector to provide new credentials, as well as new delivery mechanisms for existing credentials. We will consider how the future of work and education alters the social contract between technologists, firms, workers, educators, and policy makers.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education BT220M Section: 01

Writing Workshop (220664)

Nancy Sommers

2026 Spring (2 Credits)

Schedule:

MTWR 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* This course is designed for students who want to write more powerful, compelling, and thoughtful essays. Through drafting, revising, and examining responses to their own written work, students will learn how to persuade, inform, and delight readers. The best of today's essayists and bloggers draw on a long tradition of essay writing, and this course will provide multiple opportunities to explore the lyrical and analytical features of classic and contemporary essays. We'll study the means by which essays and essayists insinuate themselves into our lives as readers and writers. Students will write each day and will participate in small groups and workshops to discuss their writing.

Class Notes:

This class runs during the first week of January session.

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email registrar@gse.harvard.edu. This request must be submitted before 5:00pm on 1/6/2026.

Requirements: Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education BT392 Section: 1

Purpose-driven Instructional Leadership in K-12 Schools (226784)

Sarah Fiarman

2025 Fall (2 Credits)

Schedule:

T 0600 PM - 0900 PM

Instructor Permissions: None

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\* What is good teaching? How do we ensure all students receive good teaching – particularly those students who have historically been denied access to a quality education in US schools? In this course, we begin by asking what all K-12 students need to learn and what teaching will lead to that outcome. After establishing our vision for excellent teaching, we look at the current reality: what does learning and teaching typically look like in US schools today? Finally, we explore what instructional leaders do to move from our current state to our vision of quality. As a course for K-12 educators, this course focuses on school-level outcomes and strategies, specifically those designed to ensure all students thrive. Examples of class activities include: reflection to build self-awareness, analysis of teaching, extensive small group work to align on quality teaching, and use of a current work context to apply learning in practical ways.

Requirements:

Must be an online EdM in Education Leadership Student

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Content	social justice
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	leadership
HGSE: Content	principals
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	improve teaching practice
HGSE: Competencies	leadership
Blue Course Evaluations	OEL

---

Education BT418 Section: 1

Education in Uncertainty (226791)

Sarah Dryden-Peterson

2026 Spring (4 Credits)

Schedule:

T 0800 AM - 1100 AM

Instructor Permissions: None

Enrollment Cap:

72

\*\*\*ONLY OFFERED FOR OEL STUDENTS\*\*\*This course is an action-oriented introduction to theory and practice toward socially just education that enables all young people to thrive in settings of uncertainty. As a learning community, we will: (1) Investigate the theoretical foundations of education in uncertainty; (2) Analyze experiences of teachers and students in diverse settings of uncertainty including conflict, migration, and inequality; and (3) Learn how to use these theories and experiences toward policies, curricula, pedagogies, and relationships that allow young people to learn, to belong, and create their futures.

Our learning will be supported by readings, case-based discussions, conversations with people working in schools and communities, and modeling of teaching and learning that embodies realism about the inequalities and harms that surround young people in uncertainty and critical hope toward the creation of different kinds of futures.

This course includes the opportunity to explore the core ideas of the course through a semester-long project through which you will explore people, practices, and policies that facilitate young people in navigating uncertainty and disrupting inequities and deepen your research, writing, and policy analysis skills.

This course fulfills the Equity & Opportunity elective requirement of the Equity & Opportunity Foundations experience. Following the foundational learning in August Identity in Context courses, these electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	OEL
All: Cross Reg Availability	Not Available for Cross Registration

---

Education BVI101 Section: 1

Evidence (222148)

Candice Bocala

Christina Claiborne

2025 Summer (4 Credits)

Schedule:

TR 0600 PM - 0830 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence—both qualitative and quantitative—and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving college enrollment rates in Fulton County, Georgia. We will use evidence to frame the problem of educational inequity, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

We strongly recommend that all OEL students complete Evidence in summer of year 2. If you are unable to do so, you will be required to take Evidence later in your second year at a time typically set aside for electives, and you will work with program staff to determine when and how to complete your remaining required elective credits. Requests to add or drop this course must be sent via email to registrar@gse.harvard.edu by June 13 at 11:59 pm EDT. Teaching fellows will hold regular "open office hours" two evenings per week. Details will be provided on the course Canvas website.

Requirements: Limited to Students in the Online Master's in Education Leadership program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	BEVI

---

## Education EQO11A Section: 01

Equity and Opportunity: Class in Context (216666)

Orelia Jonathan

Irene Liefshitz

2025 Fall (2 Credits)

Schedule:

WRF 0930 AM - 1200 PM

MTRF 0930 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically

on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

#### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

#### Education EQO11A Section: 02

Equity and Opportunity: Class in Context (216666)

Orelia Jonathan

Irene Liefshitz

2025 Fall (2 Credits)

Schedule:

WRF 0200 PM - 0430 PM

MTRF 0200 PM - 0430 PM

Instructor Permissions:      Instructor      Enrollment Cap:      35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the

context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

Education EQO11A Section: 03

Equity and Opportunity: Class in Context (216666)

Aaron Bray

Kaia Stern

2025 Fall (2 Credits)

Schedule:

WRF 0930 AM - 1200 PM

MTRF 0930 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in

understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:	Wednesday, August 6 Thursday, August 7 Friday, August 8 Monday, August 11 Tuesday, August 12 Thursday, August 14 Friday, August 15
	Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

#### Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

---

#### Education EQO11A Section: 04

Equity and Opportunity: Class in Context (216666)

Aaron Bray

Kaia Stern

2025 Fall (2 Credits)

Schedule:

WRF 0200 PM - 0430 PM

MTRF 0200 PM - 0430 PM

Instructor Permissions:      Instructor      Enrollment Cap:      35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on class in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-

specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

Education EQO11B Section: 01

Equity and Opportunity: Dis/ability in Context (216667)

Phil Capin

Hadas Eidelman

2025 Fall (2 Credits)

Schedule:

WRF 0930 AM - 1200 PM

MTRF 0930 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on dis/ability in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in

educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

Education EQO11B Section: 02

Equity and Opportunity: Dis/ability in Context (216667)

Phil Capin

Hadas Eidelman

2025 Fall (2 Credits)

Schedule:

WRF 0200 PM - 0430 PM

MTRF 0200 PM - 0430 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on dis/ability in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent

much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

Education EQO11C Section: 01

Equity and Opportunity: Gender and Sexuality in Context (216663)

Gretchen Brion-Meisels

Ron Grady

2025 Fall (2 Credits)

Schedule:

WRF 0930 AM - 1200 PM

MTRF 0930 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on gender and sexuality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O)

Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

Education EQO11C Section: 02

Equity and Opportunity: Gender and Sexuality in Context (216663)

Gretchen Brion-Meisels

Ron Grady

2025 Fall (2 Credits)

Schedule:

WRF 0130 PM - 0400 PM

MTRF 0130 PM - 0400 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on gender and sexuality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:	Wednesday, August 6 Thursday, August 7 Friday, August 8 Monday, August 11 Tuesday, August 12 Thursday, August 14 Friday, August 15
	<p>Students may request to add or drop this course by emailing <a href="mailto:registrar@gse.harvard.edu">registrar@gse.harvard.edu</a>. Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.</p>

#### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQO11D Section: 01

Equity and Opportunity: Race and Ethnicity in Context (216662)

Jarvis Givens

Ivelisse Ramos

2025 Fall (2 Credits)

Schedule:

WRF 1000 AM - 1230 PM

MTRF 1000 AM - 1230 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:	Wednesday, August 6 Thursday, August 7 Friday, August 8
--------------	---

Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EQO11D Section: 02

Equity and Opportunity: Race and Ethnicity in Context (216662)

Jarvis Givens

Ivelisse Ramos

2025 Fall (2 Credits)

Schedule:

WRF 0200 PM - 0430 PM

MTRF 0200 PM - 0430 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes: Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14

Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

Education EQO11D Section: 03

Equity and Opportunity: Race and Ethnicity in Context (216662)

Jaein Lee

Liya Escalera

2025 Fall (2 Credits)

Schedule:

WRF 0930 AM - 1200 PM

MTRF 0930 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on race and ethnicity in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:

Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing

registrar@gse.harvard.edu. Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

### **Additional Course Attributes:**

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

Education EQ011E Section: 01

Equity and Opportunity: Citizenship and Nationality in Context (216665)

Liz Duraisingham

Paula Laurel Jackson

2025 Fall (2 Credits)

## Schedule:

WRF 1000 AM - 1230 PM

MTRF 1000 AM - 1230 PM

Instructor Permissions: Instructor Enrollment Cap: 35

**Equity and Opportunity: Identity in Context** is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on citizenship and nationality in context. Students in each **Equity and Opportunity: Identity in Context** module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the **Equity & Opportunity (E&O)** Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes:	Wednesday, August 6
	Thursday, August 7
	Friday, August 8
	Monday, August 11
	Tuesday, August 12
	Thursday, August 14
	Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EQO
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EQO11E Section: 02

Equity and Opportunity: Citizenship and Nationality in Context (216665)

Liz Duraisingh

Paula Laurel Jackson

2025 Fall (2 Credits)

Schedule:

WRF 0200 PM - 0430 PM

MTRF 0200 PM - 0430 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on citizenship and nationality in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes: Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Wednesday, August 6  
Thursday, August 7  
Friday, August 8

Monday, August 11  
Tuesday, August 12  
Thursday, August 14  
Friday, August 15

Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

---

Education EQO11F Section: 01

Equity and Opportunity: Language in Context (216664)

Maya Alkateb-Chami

Paola Uccelli

2025 Fall (2 Credits)

Schedule:

WRF 0930 AM - 1200 PM

MTRF 0930 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: 35

Equity and Opportunity: Identity in Context is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on language in context. Students in each Equity and Opportunity: Identity in Context module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

Class Notes: Wednesday, August 6  
Thursday, August 7  
Friday, August 8  
Monday, August 11  
Tuesday, August 12  
Thursday, August 14

Friday, August 15

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EQ011F Section: 02

Equity and Opportunity: Language in Context (216664)

Maya Alkateb-Chami

Paola Uccelli

2025 Fall (2 Credits)

## Schedule:

WRF 0130 PM - 0400 PM

MTRF 0130 PM - 0400 PM

Instructor Permissions: Instructor Enrollment Cap: 35

**Equity and Opportunity: Identity in Context** is a module in which students will engage in academically and personally rigorous inquiry about one of six dimensions of social identity. This module will focus specifically on language in context. Students in each **Equity and Opportunity: Identity in Context** module will: (1) engage deeply with key concepts in equity, opportunity, inclusion, oppression, privilege, and power within the context of education; (2) connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and differences people hold; and (3) make progress in understanding and reflecting on their own experiences and actions across cultures and contexts. Students will delve into core theories, practices, and texts that apply to all social identities, while also probing identity-specific topics and challenges. Students can expect to interact with each other and the teaching team in individual, small group, and whole group settings. Pedagogies and assessments will reflect core principles in educating for equity and opportunity, including inclusive facilitated discussions, active listening and learning, journaling, and case study inquiry. Students are encouraged to prioritize topics that they have not spent much time studying formally or reflecting upon personally as a means to explore the foundational concepts of equity and opportunity through a relatively new frame. This course fulfills the **Equity & Opportunity (E&O)** Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26. Not open to cross-registration. Course is graded as satisfactory or unsatisfactory only.

## Class Notes:

Wednesday, August 6

Thursday, August 7

Friday, August 8

Monday, August 11

Tuesday, August 12

Thursday, August 14

Friday, August 15

Students may rec

registrar@gse.harvard.edu. Add requests must be received by Sunday, August 3 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Wednesday, August 5 at 11:59 pm EDT.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EQO

Education EVI101 Section: 01

## Evidence (214354)

Drew Allen

2025 Fall (4 Credits)

## Schedule:

MTWRF 0900 AM - 1200 PM

Instructor Permissions:      Instructor

### Enrollment Cap:

60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

### **Additional Course Attributes:**

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Available for Harvard Cross Registration

Education EVI101 Section: 01

## Evidence (214354)

Zid Mancenido

2026 Spring (4 Credits)

Schedule:

M 0430 PM - 0600 PM

TWR 0430 PM - 0700 PM

Instructor Permissions: Instructor

Enrollment Cap:

70

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: EVI101 Section 1 will meet on the following dates.

January 5-22, 2025

1/5, 4:30-6:00pm- Remote  
1/6, 4:30-7:00pm- In-Person  
1/7, 4:30-7:00pm- In-Person  
1/8, 4:30-7:00pm- In-Person  
1/13, 4:30-7:00pm- In-Person  
1/14, 4:30-7:00pm- In-Person  
1/15, 4:30-7:00pm- In-Person  
1/20, 4:30-7:00pm- Remote  
1/21, 4:30-7:00pm- Remote  
1/22, 4:30-7:00pm- Remote

Students who wish to drop Evidence must first confirm their eligibility by reaching out to [foundation@gse.harvard.edu](mailto:foundation@gse.harvard.edu). Once confirmed, the Registrar's Office will process the drop request. All communication must be sent before 3:30pm on 1/6/2026.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EVI101 Section: 02

Evidence (214354)

Melanie Rucinski

2025 Fall (4 Credits)

Schedule:

MTWRF 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

---

Education EVI101 Section: 02

Evidence (214354)

Alejandro Ganimian

2026 Spring (4 Credits) Schedule: MTWRF 0100 PM - 0400 PM

Instructor Permissions: Instructor Enrollment Cap: 64

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: Students who wish to drop Evidence must first confirm their eligibility by reaching out to [foundations@gse.harvard.edu](mailto:foundations@gse.harvard.edu). Once confirmed, the

Registrar's Office will process the drop request. All communication must be sent before 12:00pm on 1/6/2026.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EVI101 Section: 03

Evidence (214354)

Zid Mancenido

2025 Fall (4 Credits) Schedule: MTWRF 0900 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: 60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EVI101 Section: 04

Evidence (214354)

Abigail Orrick

2025 Fall (4 Credits) Schedule: MTWRF 0930 AM - 1230 PM

Instructor Permissions: Instructor Enrollment Cap: 60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole- class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

### **Additional Course Attributes:**

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

Education EVI101 Section: 05

## Evidence (214354)

## Jeannette Garcia Coppersmith

2025 Fall (4 Credits)

## Schedule:

MTWRF 0130 PM - 0430 PM

### Instructor Permissions:      Instructor

Enrollment Cap: 60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole- class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EVI101 Section: 06

Evidence (214354)

Joseph McIntyre

2025 Fall (4 Credits)

Schedule:

MTWRF 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EVI101 Section: 07

Evidence (214354)

Zac Lim

2025 Fall (4 Credits)

Schedule:

MTWRF 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

---

Education EVI101 Section: 08

Evidence (214354)

Alexis Gable

2025 Fall (4 Credits)

Schedule:

MTWRF 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
Blue Course Evaluations	EVI

---

Education EVI101 Section: 09

Evidence (214354)

James Kim

2025 Fall (4 Credits)

Schedule:

MTWRF 0830 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

60

The dilemmas we face as education professionals seeking to advance equity and opportunity require us to make sense of, evaluate, and prioritize different kinds of evidence. This course equips students with the foundational skills and knowledge they'll need to interpret the most common forms of evidence in education settings and apply them to their practice. We ground our exploration of these issues in a persistent, pervasive, and provocative challenge: improving achievement in foundational academic subjects for lower secondary students in São Paulo, Brazil. We will use evidence to frame the problem, evaluate the quality and relevance of the evidence about possible solutions, and consider what additional evidence we would need to strengthen our conclusions. The course uses an innovative team-based learning pedagogy, including "flipped" lectures, whole-class discussion, and small-group activities. By the end of the course, students will be able to weigh the unique affordances of different types of evidence in making decisions about complex educational dilemmas and will acquire a powerful set of tools for analyzing and applying evidence to improve education systems.

Class Notes: August 11-22

Students may request to add or drop this course by emailing registrar@gse.harvard.edu. Add requests must be received by Sunday, August 10 at 11:59 pm EDT, and approval is dependent on space and instructor permission. Drop requests must be received by Monday, August 11 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	EVI
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education H110L Section: 01

Becoming an Expert Learner (213647)

Tina Grotzer

2025 Fall (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Understanding how one's mind works is essential to using it well and to becoming an expert learner. When learning to operate a new piece of technology, a vehicle, or other device, we might read the owner's manual, take a tutorial, or work with a mentor. We spend our lives learning and while much of what we do suffices, we can use our minds more effectively for optimal learning. This module focuses on what is known from research about human cognitive architecture. It considers research on perception, attention, memory, comprehension, and reasoning that can help support expertise in learning. It will consider both cutting edge research and research that is older, well-vetted, but under-utilized. Each session will introduce a new set of concepts, the implications of those concepts for learning will be explored, and students will be tasked with applying the implications to their own learning during the week. Discussion will include ways in which human minds and AI can complement each other in learning and performance. Students will keep a journal of their learning and submit a weekly two-page reflection on how they applied the course concepts to their learning that week. Grading will be based upon the weekly reflections; there is no final project. The course pedagogy centers on active processing and utilizes the principles taught in the course with a strong focus on application and transfer. It is expected that students will apply the course concepts to their own learning; educators may also find the course valuable as they support the development of expert learners amongst their own students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Content	metacognition
HGSE: Competencies	think strategically
HGSE: Content	neuroscience
HGSE: Content	motivation
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	assess cognitive challenges
HGSE: Content	mindfulness
HGSE: Pedagogy	discussion sections

---

## Education H128 Section: 1

Curiosity in Learning and Development (218774)

Elizabeth Bonawitz

2025 Fall (4 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

\*Lottery-Based Enrollment\* Why are human's the only agents in the known universe that wonder "why", and where does this epistemic curiosity come from? Parents, educators, and policy makers agree that we want to

raise a generation of learners who are curious and creative thinkers. Our psychological theories suggest that curiosity is a critical component of learning. But to foster it, we must understand how it functions in the developing mind.

In this course, students will learn about the current cutting-edge science of curiosity from a cognitive science perspective. In addition to engaging in course discussions of the scientific literature, students will apply this knowledge in group assignments that will focus on how curiosity may be studied in the lab and will brainstorm on how it can be deployed in the classroom. As part of these assignments, students will build skills in talking about curiosity – whether it be to a scientific research funder, school administrator, or policy maker. A final group project will allow students to hone the knowledge and skills gained in the course by receiving feedback from a group of expert panelists.

No prerequisites for HGSE Masters students. Strongly recommended for students in LDIT and HDE programs. Pending space, this course will be open with instructor permission to advanced education and psychology undergraduates with a strong interest in the cognitive science of learning. Enrollment will be limited to 30 students.

#### Class Notes:

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	project-based learning
HGSE: Competencies	make policy recommendations
HGSE: Content	research methods
HGSE: Content	cognitive development
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze arguments
HGSE: Content	developmental psychology
HGSE: Pedagogy	small-group discussion
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	understand data
HGSE: Competencies	think strategically
HGSE: Competencies	synthesize readings
HGSE: Content	child development
HGSE: Pedagogy	design thinking
HGSE: Competencies	develop research questions
HGSE: Competencies	improve teaching practice
HGSE: Content	psychology
HGSE: Pedagogy	readings

---

#### Education H180 Section: 1

Cognitive Development: Trust and Imagination (180438)

Paul Harris

2025 Fall (2 Credits)

Schedule:

R 1030 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

The purpose of this course is to critically examine two somewhat conflicting views about early cognitive development, namely that young children: (i) are little scientists who construct their own ideas about the world based on their own first-hand observation and exploration; and (ii) have a rich fantasy life as shown by their capacity for make-believe play and their delight in magic and fairy tales. We will examine two alternative proposals namely that young children: (i) are credulous pupils who are receptive to ideas about reality supplied by other people; (ii) have an imagination inspired by everyday reality rather than fantastical possibilities.

#### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	small-group discussion
HGSE: Content	emotional development
HGSE: Competencies	write a research/analytic paper
HGSE: Content	cognitive development
HGSE: Content	metacognition

#### Education H205 Section: 01

College Student Development: New Insights & Practical Applications (213556)

Alexis Redding

2025 Fall (4 Credits)

Schedule:

M 0500 PM - 0730 PM

Instructor Permissions: None

Enrollment Cap: n/a

A working knowledge of student development theory is a critical tool for professionals in higher education. Understanding theories of College Student Development helps us to create intentional environments that support student growth and effectively respond to campus crises. However, given the changing terrain of higher education, it is also important for us to critically examine classic developmental models and to expand on traditional frameworks in order to more fully account for the lived experiences of students and the range of educational contexts they encounter today. This class will ask important questions about how to modernize and adapt theory to address the needs of our students. We will consider uses and limitations of theory-based programming as we consider best practices for today's college contexts. Students will leave this class with a solid foundation of theory, a nuanced understanding of today's college students, and a toolkit of research-based approaches to offer developmentally-grounded supports that help them thrive.

Enrollment Details: This course is open enrollment for all Ed.M. students.

Employees of Harvard University/TAP students welcome. Reach out to the instructor for approval.

Permission from the instructor is required for cross-enrollment (incl. EDST and Ph.D. students).

Requirements: Program must be EDM

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	developmental psychology
HGSE: Pedagogy	small-group discussion
HGSE: Content	higher education
HGSE: Content	adult development
HGSE: Pedagogy	lecture
HGSE: Content	postsecondary education

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education H205B Section: 1

Student Affairs in Higher Education: A Theory-to-Practice Approach (223033)

Alexis Redding

2026 Spring (2 Credits) Schedule: M 0500 PM - 0730 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

Student affairs (SA) professionals are central to individual and institutional success in higher education. In this course, students will gain an understanding of the field of student affairs, develop a toolkit of professional competencies, and consider best practices as defined by ACPA & NASPA. This is a practice-oriented course that allows us to use our theoretical toolkit from GSE H205 (College Student Development: New Insights & Practical Applications) to create actionable solutions to pressing problems in higher education. We will hear directly from SA professionals who will share their current experiences from a range of institutional contexts and introduce us to the dilemmas they are working to solve.

The course is ideal for aspiring SA professionals and for anyone who would like to better understand the institutional structures and practices that are in place to support student success and personal development in college.

Enrollment is ONLY open to students who complete GSE H205 (College Student Development: New Insights & Practical Applications).

Requirements: H205 required for H205B

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education H210V Section: 01

Empowering Human Relationships Across Developmental Contexts (216693)

Junlei Li

2026 Spring (2 Credits) Schedule: W 0900 AM - 1145 AM

Instructor Permissions: None Enrollment Cap: n/a

In this module, we will seek to understand and improve the quality of human interactions across a wide range of developmental contexts (both cultural and institutional), from orphanages to classrooms and from early childhood to youth development. The driving question is: How do we encourage, enhance, and empower the human relationships around children and youth in adversity? By learning from what ordinary people do extraordinarily well in relationships with one another in simple, everyday moments, we can nurture intuition into intention, grow communities of practice, and plant seeds for sustainable systems change. The course weaves together "understanding" and "applying." Part of the course will focus on applying developmental theories to examine actual practices (on video) in authentic field settings of human development. Part of the course will focus on developing and using a relationship-focused tool and theory of change to improve practices, programs, and policies. The contexts chosen for this module focus on children

experiencing adversity in both US-based and international settings.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	relationships with children
HGSE: Content	early childhood
HGSE: Content	social development
HGSE: Content	developmental psychology
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	action research
HGSE: Content	culture
HGSE: Content	adult development
HGSE: Pedagogy	reflective writing
HGSE: Content	child development
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	online and blended learning

---

Education H210V Section: 01

Empowering Human Relationships Across Developmental Contexts (216693)

Junlei Li

2026 Spring (2 Credits)

Schedule:

TWR 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

35

In this module, we will seek to understand and improve the quality of human interactions across a wide range of developmental contexts (both cultural and institutional), from orphanages to classrooms and from early childhood to youth development. The driving question is: How do we encourage, enhance, and empower the human relationships around children and youth in adversity? By learning from what ordinary people do extraordinarily well in relationships with one another in simple, everyday moments, we can nurture intuition into intention, grow communities of practice, and plant seeds for sustainable systems change. The course weaves together "understanding" and "applying." Part of the course will focus on applying developmental theories to examine actual practices (on video) in authentic field settings of human development. Part of the course will focus on developing and using a relationship-focused tool and theory of change to improve practices, programs, and policies. The contexts chosen for this module focus on children experiencing adversity in both US-based and international settings.

Class Notes:

January 5-9- Course will meet in Longfellow 319

January 12-16- Course will meet in Gutman 305

---

This module has limited enrollment by application, not lottery. The application requires both a simple petition in my.harvard and a response to a short survey on the course canvas site. Please consult the canvas site or the teaching team for specific timelines. Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who

wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/7/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	project-based learning
HGSE: Content	relationships with children
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	case-method learning
HGSE: Content	early childhood
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social development
HGSE: Competencies	E&O Electives
HGSE: Content	developmental psychology
HGSE: Content	adult development
HGSE: Content	action research
HGSE: Content	child development
HGSE: Content	culture
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing

---

Education H213 Section: 1

Queer Nation: LGBTQ+ Protest, Politics, and Policy in the United States (218770)

Timothy McCarthy

2025 Fall (4 Credits)

Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

In this course, we will explore the political and politicized lives of lesbian, gay, bisexual, transgender, and queer peoples living in the United States since World War II. Centering both an intersectional analysis and historical critique of "progress," we will focus our attention on the interrelationship between protest (how LGBTQ people have organized themselves and expressed their demands in the face of systemic oppression), politics (how LGBTQ people have navigated the "culture wars"), and policy (how LGBTQ people have shaped and been shaped by laws and legislation) across the Homophile Generation (1940s and 1950s), Stonewall Generation (1960s and 1970s), AIDS Generation (1980s and 1990s), and Marriage Generation (2000s to present). We will study significant movement moments, hear firsthand from a diverse range of change agents (including allies and adversaries), and analyze specific legal and legislative inflection points. Targeted discrimination against and widespread exclusion of queer people have been urgent and ongoing problems in modern American politics and culture, yet too often these are treated as afterthoughts in discussions and debates about human rights and social justice—despite the fact that such prejudicial practices and policies continue to perpetuate stigma and violence against queer people in myriad ways. The modern LGBTQ movement in the United States offers some important lessons about the long and difficult struggle over representation and rights, oppression and liberation, assimilation and equality. We won't cover everything or figure it all out in one module, but any student who is interested in knowing this history and changing this world will be welcomed, affirmed, and valued in this course.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	gender
HGSE: Pedagogy	lecture
HGSE: Content	policy
HGSE: Competencies	E&O Electives
HGSE: Content	politics
HGSE: Content	social justice
HGSE: Pedagogy	case-method learning
HGSE: Content	lgbtq
HGSE: Content	civil rights
HGSE: Content	race/ethnicity
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	history
HGSE: Pedagogy	small-group discussion

#### Education H236 Section: 1

##### Adolescent Development (180460)

Nancy Hill

2025 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Adolescence marks change on multiple levels (e.g., biologically, cognitively, and socially) and in multiple contexts (e.g., family, school, community, and peers). In fact, it marks the largest growth period in human development outside of infancy. Driven by enhanced thinking and reasoning capabilities, adolescents struggle with balancing their desires for autonomy and independence with their desires for guidance and connection. These dynamics result in renegotiating family and social relationships and engagement in school, impact the effectiveness of educational practices, and enhance adolescents' ability to think and plan for their future. This course is designed to provide a practical understanding of the developmental issues, assets, and trajectories of adolescent thinking and reasoning. Based in classic and current theory and research and using real problems of practice, students will learn, integrate, and apply knowledge of biological and cognitive development and of identity processes. This course will prepare educational practitioners to integrate developmental approaches to their pedagogy and provide a foundation for those interested in applied research on adolescence.

No prerequisites; prior course work in developmental psychology is helpful, but the course is designed for students without a psychology background. Recommended for students who are planning to work directly with adolescents or are planning to engage in applied research with adolescents.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Content	adolescent development
HGSE: Content	race/ethnicity
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze arguments
HGSE: Content	lgbtq

Attribute	Value(s)
HGSE: Content	risk prevention/intervention
HGSE: Content	identity
HGSE: Content	developmental psychology
HGSE: Content	media
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Content	social networks
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a policy memo
HGSE: Competencies	collaborate
HGSE: Competencies	make a presentation
HGSE: Competencies	write a literature review
HGSE: Content	student achievement
HGSE: Content	motivation
HGSE: Content	parenting
HGSE: Content	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	relationships
HGSE: Pedagogy	lecture

## Education H250 Section: 1

Developmental Psychology (180464)

Paul Harris

2025 Fall (4 Credits)

Schedule:

T 1030 AM - 1230 PM

Instructor Permissions: None

Enrollment Cap: n/a

This course is an introduction to the theories and findings in developmental psychology. It covers the period of early childhood, but discussion will often extend to older children and adults. The course will cover attachment, pretense and imagination, theory of mind/autism, language and thought, memory, moral development, emotion and emotion understanding, vocabulary growth, cross-cultural variation in relationships and thinking, trust in others' testimony, thinking and reasoning, and religious development. An important goal is to allow students to examine for themselves not just the conclusions that psychologists have reached about development but also some of the experiments and observations that have led to those conclusions.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	early childhood
HGSE: Content	developmental psychology
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration

## Education H304 Section: 1

Legal and Ethical Issues in Child Advocacy (180481)

Vanja Pejic

2026 Spring (2 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor Enrollment Cap: 30

This module offers an introductory overview of the ethical and legal issues facing counselors, school-based mental health professionals, and child advocates. It addresses the complex dilemmas professionals encounter when working with children and families, emphasizing the need to balance multiple responsibilities and perspectives. Course topics include legal mandates, ethical standards, professional responsibilities, and decision-making frameworks. Special attention will be given to counseling and advocacy within school settings and systems that affect youth and families. Developmental and contextual considerations will be woven throughout. This course is required for Counseling students and fulfills a Child Protection Program requirement. Enrollment details, including submission of an interest form by the stated deadline, will be posted on the course website.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education H310M Section: 01

Establishing Loving Spaces for Learning: Preventing Bullying and Discrimination in U.S. Schools (180496)

Gretchen Brion-Meisels

2025 Fall (2 Credits) Schedule: F 0900 AM - 1145 AM

Instructor Permissions: Instructor Enrollment Cap: 60

\*Required for School Counseling Students; Lottery-Based Enrollment for all others\* Across the United States, educators are struggling to determine the most effective ways of creating learning spaces that are loving and transformational for all students. To do this requires building school climates that are nurturing and inclusive for students from diverse racial, cultural, socio-economic, and political backgrounds, and who come to school with diverse identities, learning styles, and challenges. Feeling safe and welcome at school has direct and measurable effects on students' academic achievement; but how do we create loving spaces for learning amid global authoritarianism and unrest? This module will explore empirical evidence that supports the creation of safe, loving schools and provide examples of best practices for educators seeking to prevent bullying and discrimination. By the end of the module, students should be able to: (1) communicate to educational stakeholders and policymakers the importance of building safe and loving spaces in schools; (2) analyze and critique programs that seek to prevent bullying and discrimination; and (3) apply their knowledge in a practice, policy or research context of their choice. To accomplish these goals, in the first half of the course we will explore theoretical and empirical research on safe, supportive, and inclusive schools, including the prevention of bullying and discrimination. Here, we will consider the ways that multiple stakeholders define safety. During the second half of the course, we will explore practical approaches to creating safe and loving educational contexts for young people. Here, we will focus on strategies that empower young people to be active agents in building loving spaces. The course will also provide opportunities to consider specific types of identity-related bullying, such as homophobia, xenophobia, ableism, and racism. Although K-12 schools will be the central setting examined, course materials are also applicable to community-based settings and higher education.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Content	school reform
HGSE: Content	counseling
HGSE: Content	bullying/discrimination

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Content	teacher preparation
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
HGSE: Content	risk prevention/intervention
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
HGSE: Competencies	design a school
HGSE: Competencies	build partnership
HGSE: Content	relationships
HGSE: Content	social justice
HGSE: Competencies	collaborate
HGSE: Content	advocacy
HGSE: Content	adolescent development
HGSE: Content	diversity equity inclusion
HGSE: Competencies	manage classroom
HGSE: Limited Enrollment	HGSE IN PERSON COURSES

## Education H319 Section: 1

Childhood Trauma: Promoting Healing, Resilience, and Hope in Schools (220792)

Vanja Pejic

2025 Fall (2 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Schools are essential environments for student learning and growth but trauma can significantly disrupt children's development. This module examines how traumatic experiences affect neurobiological, psychological, and social functioning, emphasizing the child's broader ecological context, including families, schools, communities, and cultural systems. Students will explore trauma-informed principles that foster healing and resilience across the school ecosystem. The module highlights culturally and developmentally responsive strategies, including multi-tiered systems of support (MTSS) and both group and individual therapeutic approaches used in school settings. Through lectures, case studies, discussions, and experiential learning, students will build the knowledge and practical skills needed to create trauma-responsive learning environments. All participants must complete a brief Enrollment Survey prior to registration to help the teaching team better understand individual learning goals and needs.

### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

## Education H320 Section: 1

Mixed Methods in Research (226641)

Carola Suarez-Orozco

2025 Fall (4 Credits)

Schedule:

R 1200 PM - 0245 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

This course offers an overview on mixed methods in social science research, emphasizing its application in the field of education and human development. We will consider various philosophical positions underlying mixed method approaches. Students will understand the rationale for thoughtfully and strategically combining methods, considering both the advantages and disadvantages of doing so. Methods for collecting, analyzing, integrating, and reporting data from multiples sources will be discussed and applied. The course is designed to prepare students to thoughtfully consider and apply the strategic use of mixed methods in research projects.

This course is designed for PhD students. Master's students may apply to take the course. Students should have taken at least one quantitative methods course and one qualitative methods course as prerequisites.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research ethics
HGSE: Competencies	understand data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	research project
HGSE: Pedagogy	readings
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Content	research methods
HGSE: Competencies	write a research proposal
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Competencies	analyze quantitative data

---

Education H327 Section: 01

The Process of Counseling: Essential Skills, Techniques, and the Counselor (180516)

Josephine Kim

2025 Fall (4 Credits)

Schedule:

W 1000 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

24

This course explores the facilitation of counseling, from foundational skills and techniques to its purpose and process, with the goal of equipping future counselors with intervention strategies and theoretical underpinnings as applied to individual counseling and psychotherapy with children, adolescents, and young adults in K-16 institutions and community settings. In addition to familiarizing students with select counseling theories, this course covers the process of counseling, from the first intake session and rapport-building to treatment planning and termination. Considerations of developmental, cultural, familial, and contextual factors are addressed with regard to their implications for case conceptualization and treatment planning. This course will shed light on the personhood of the counselor and the direct impact it has on the helping relationship and therapeutic alliance. Designed to help students develop a beginning knowledge of counseling skills and the relational process, this course is relevant for students who aspire to work with children and adolescents as counselors, psychologists, social workers, or other mental health and student support professionals.

\*All students must petition to enroll via my.harvard and provide a statement (under "comments") describing the following: 1. how this course aligns with their career trajectory; 2. their preparedness and readiness for the practice of counseling; and 3. their level of student-facing experience. This is a required course for school counseling licensure, and Ed.M. students in the School Counseling Licensure Pathway of HDE are given priority. All petitions must be approved by the instructor via my.harvard.

**Class Notes:** Students will be assigned to a weekly hour-long section held outside of class time. Day and time will be determined during the first week of class.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	lead a counseling session
HGSE: Competencies	conduct psychosocial interview
HGSE: Competencies	write a literature review
HGSE: Content	risk prevention/intervention
HGSE: Content	relationships with children
HGSE: Pedagogy	experiential learning
HGSE: Competencies	practice equity and inclusion
HGSE: Content	advocacy
HGSE: Content	social contexts
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	mental health
HGSE: Content	emotional development
HGSE: Competencies	write a case study
HGSE: Competencies	conduct intake assessments
HGSE: Competencies	design an intervention
HGSE: Content	adolescent development
HGSE: Content	counseling
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	case-method learning

**Education H340 Section: 1**

The Process of Counseling: Advanced Skills, Techniques, and the Counselor (180520)

Josephine Kim

2026 Spring (4 Credits)

Schedule:

T 1000 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

14

This course explores advanced skills and techniques in counseling, with a strong emphasis on group facilitations and dynamics. With the goal of equipping future counselors with intervention strategies and theoretical underpinnings as applied to group counseling and psychotherapy with children, adolescents, and young adults in K-16 institutions and community settings, this course will build upon the foundational counseling skills and theories gained in H327. Deeper considerations of developmental, cultural, familial, and contextual factors are addressed with regard to their implications on intervention design and counseling practice. Designed to help students augment their knowledge and practice of counseling skills and the

relational process, this course is relevant for students who aspire to work with children and adolescents as counselors, psychologists, social workers, or other mental health and student support professionals.

\*Prerequisite: Only students who have successfully completed H327 will be permitted to enroll in this course. All students must petition to enroll via my.harvard and provide a statement (under "comments") describing the following: 1. how this course aligns with their career trajectory; 2. their preparedness and readiness for the practice of counseling; and 3. their level of student-facing experience. This is a required course for school counseling licensure, and CAS and Ed.M. students in the School Counseling Licensure Pathway of HDE are given priority. All petitions must be approved by the instructor via my.harvard.

Class Notes: Students will be assigned to a weekly hour-long section held outside of class time. Day and time will be determined during the first week of class.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design a survey instrument
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	relationships with children
HGSE: Competencies	lead a counseling session
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	write a literature review
HGSE: Content	emotional development
HGSE: Content	mental health
HGSE: Content	career development
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design an intervention
HGSE: Competencies	facilitate group process
HGSE: Content	program evaluation
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Competencies	think strategically
HGSE: Content	adolescent development

---

Education H341 Section: 1

Inventing the Future: Building Connections from School to Career (180521)

Mandy Savitz-Romer

2025 Fall (2 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

With growing attention to college- and career-ready practices and policies, educators are looking for new ways to equip students with the knowledge and skills to envision and successfully pursue future educational and career opportunities. However, what is often missing from current efforts is a clear understanding of the ways in which developmental processes influence career development and college readiness across the

preK-16 pipeline. For example, how do young people form aspirations, persevere when they confront obstacles, or sustain a sense of hopefulness about their futures? This 2 credit module has two goals: 1) to provide aspiring teachers, counselors, administrators, higher education staff, and researchers with an understanding of the developmental processes that shape how children, adolescents, and young adults approach their futures, and 2) to offer specific strategies for applying this developmental lens to the design of interventions and other efforts to promote academic and career success.

This course meets the career counseling course requirement for Massachusetts licensure in school social worker/school adjustment and school guidance counseling.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Content	nonprofits
HGSE: Content	student achievement
HGSE: Content	career development
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	metacognition
HGSE: Pedagogy	project-based learning
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	out-of-school time
HGSE: Pedagogy	peer learning
HGSE: Content	higher education
HGSE: Content	community
HGSE: Content	adult development
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage families
HGSE: Content	higher-education access
HGSE: Content	diversity equity inclusion
HGSE: Content	developmental psychology
HGSE: Content	families
HGSE: Pedagogy	lecture
HGSE: Competencies	build partnership
HGSE: Content	coaching
HGSE: Content	psychology
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	design an intervention
HGSE: Competencies	write a literature review
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Content	social justice
HGSE: Content	counseling
HGSE: Content	motivation
HGSE: Content	identity
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education H360Y Section: 01

Early Childhood Proseminar (218838)

Stephanie Jones

Hadas Eidelman

2025 Fall (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This seminar is one required component for students in the Early Childhood Concentration. Students are required to attend the weekly meetings, which will take various formats, including the following:

Invited speakers including early childhood professionals from research, practice, policy, law, and government who will present their work and engage in discussion/Q&A. EC Concentration faculty who will lead sessions related to their expertise.

EC Concentrators who will have opportunities to design and lead sessions related to their interests.

Students will be asked to submit two reflections each semester for a total of four over the course of the year: (1) one specific to a presentation or other session of the seminar, and (2) one at the end of the semester reflecting on their learning overall. We will host a year-end event to celebrate and share accomplishments from the year.

Requirements: Sub plan must be Early Childhood

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

---

Education H361Y Section: 01

Early Childhood Proseminar (218839)

Hadas Eidelman

2026 Spring (2 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This seminar is one required component for students in the Early Childhood Concentration. Students are required to attend the weekly meetings, which will take various formats, including the following:

- Invited speakers including early childhood professionals from research, practice, policy, law, and government who will present their work and engage in discussion/Q&A.
- EC Concentration faculty who will lead sessions related to their expertise.
- EC Concentrators who will have opportunities to design and lead sessions related to their interests.

Students will be asked to submit two reflections each semester for a total of four over the course of the year: (1) one specific to a presentation or other session of the seminar, and (2) one at the end of the semester reflecting on their learning overall. We will host a year-end event to celebrate and share accomplishments from the year.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Not Available for Cross Registration

---

Education H371 Section: 1

Theories and Methods of Child/Adolescent Cognitive and Psychological Assessment (180531)

Huan-Tang Lu

2026 Spring (4 Credits) Schedule: T 0100 PM - 0245 PM

Instructor Permissions: None Enrollment Cap: n/a

The purpose of this class is to introduce theoretical and measurement concepts of assessment of children and adolescents. Students will cultivate knowledge of state-of-the-art counseling assessments and procedures for testing and interpreting results. We will also explore the strengths and limitations of assessments and their responsiveness to diverse student populations in educational settings.

There is an hour-long lab that meets outside of class time. Time and day TBD.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	administer an assessment
HGSE: Competencies	conduct psychosocial interview
HGSE: Content	child development
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	adolescent development
HGSE: Content	psychological testing
HGSE: Content	assessment
HGSE: Content	ethics

---

Education H382 Section: 01

The Challenges Kids Face: Developmental, Cultural, & Contextual Perspectives on Risk & Resilience (180544)

Huan-Tang Lu

2025 Fall (4 Credits) Schedule: T 0100 PM - 0245 PM

Instructor Permissions: None Enrollment Cap: n/a

This class will explore the various diagnostic categories that are frequently seen in youth. We will both respect and examine the tension between the utility and limitations of diagnostic categories in thinking about the challenges that youth face. We will work to expand the myopic tendency to label children's behavior and reduce complex phenomena into something simple and/or pathological. This class will push the participants to think about kids in a complex way by considering the subtle interplay of socio-economic, cultural, familial, and biological factors. A significant conceptual thread throughout the course will be the attention paid to the power of relationships infusing a child's life, both the productive and destructive potential of relationships will be investigated. This course meets the psychopathology requirement for

licensure in Massachusetts as a School Adjustment counselor.

There is an hour-long lab that meets outside of class time. Time and day TBD.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	mental health
HGSE: Competencies	think strategically
HGSE: Content	counseling
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	write a research/analytic paper
HGSE: Content	social development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct a clinical case analysis
HGSE: Pedagogy	case-method learning
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	multimedia texts

---

Education H385AY Section: 01

Counseling Practicum: Reflection and Application in Practice (220669)

Huan-Tang Lu

2025 Fall (4 Credits)

Schedule:

T 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Counseling Pre-Practicum and Practicum comprise a sequence of course work designed to give students a grounding in attachment and systems theories and their applications, which is fundamental to their practice-based experiences with children. This course is required of all first-year Human Development and Education Counseling Program students. The course will focus on connecting theory to practice, specifically with regard to the development of students' professional competencies for counseling and prevention work at their practicum sites. The fall pre-practicum course prepares students for the second-semester practicum component by introducing professional competencies and theories necessary for practicing at their internship settings. In the first semester, emphasis is placed on individual, relational, and systemic perspectives. Relationships with developing children/adolescents are explored through the contexts in which they are embedded, including classroom, school, family, cultural, and community contexts. Sections will provide a context for students to discuss and gain support for the unique developmental and contextual aspects of their practicum experiences. Sections will also serve as a supportive environment for students to discuss challenges, questions, and successes related to their practicum sites and course requirements.

Students may only enroll in this course if they intend to complete the yearlong practicum requirement and take the Practicum course. Successful completion of the performance standards in the pre-practicum course is required to continue practicum work in spring.

Prerequisites: Although not required, a background in child/adolescent development and experience working with children and adolescents will strengthen students' understanding of course material and further support students during their transition into their practicum sites.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion

Education H385BY Section: 1

Counseling Practicum: Reflection and Application in Practice (220670)

Huan-Tang Lu

2026 Spring (4 Credits) Schedule: T 0300 PM - 0545 PM

Instructor Permissions: Instructor Enrollment Cap: 40

This course focuses on preparing school counselors and school adjustment counselors for professional practice in schools. It provides the context for counseling students to discuss and gain support for their field-based practicum in schools, providing opportunity to further develop their professional identities and interests through a supportive learning environment to reflect on their practicum experiences. With a specific emphasis on inquiry and reflection, students will participate in case review and the application of theory and core skills to their practical experiences at their field-based sites. Assignments are designed to foster students' reflection on their site-based work and their application of coursework to their practicum experience.

Note: This course alone is not sufficient in preparing students to provide counseling. Students need to be enrolled in appropriate licensure programs and work under licensed supervisors to gain appropriate training to apply for required licensure/certification to practice counseling.

Permission of instructor is required. Enrollment is limited to (and required for) Ed.M. students in Human Development and Education enrolled in the school counseling or school adjustment counseling strand.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	decision-making
HGSE: Competencies	practice equity and inclusion
HGSE: Content	risk prevention/intervention
HGSE: Content	emotional development
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	readings
HGSE: Content	diversity equity inclusion
HGSE: Competencies	build partnership
HGSE: Content	school systems
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	licensure practicum
HGSE: Pedagogy	internship
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	think strategically
HGSE: Content	adolescent development
HGSE: Content	counseling
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	design an intervention

Attribute	Value(s)
HGSE: Content	advocacy
HGSE: Content	child development
HGSE: Pedagogy	discussion sections
HGSE: Competencies	collaborate
HGSE: Competencies	lead a counseling session
HGSE: Competencies	conduct a clinical case analysis
HGSE: Content	social development
HGSE: Pedagogy	field-based learning
HGSE: Competencies	write a case study
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	reflective writing

## Education H390AY Section: 1

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part I (203715)

Mandy Savitz-Romer

2025 Fall (4 Credits)                          Schedule: T 0300 PM - 0545 PM

Instructor Permissions:    Instructor                          Enrollment Cap:    30

The course uses a combination of lecturettes, small and full group discussions, self-reflective inquiry, experiential learning and practice-based skill development to prepare students for a career in school-based counseling. In this course, we will consider the wide range of the school counselors' role to include advocacy, consultation, classroom lessons, collaboration/teaming, leadership, and counseling. We will also examine contemporary issues and educational reform efforts that affect the role of the school counselor and school adjustment counselor. The course aims to foster a professional counseling identity that incorporates cultural humility, social justice and anti-racist counseling practices. To accomplish this, the course invites students to examine individual professional goals and values, as well as the personal tendencies that block individual growth.

The class is guided by four primary aims: 1) provide continued support for students engaging in school-based counseling fieldwork; 2) introduce students to the national standards that guide professional counseling; 3) equip students with a social justice framework to guide their professional practice and 4) present current approaches to evidence-based school-based counseling.

This course is taught in conjunction with the students' practicum placement in a school or therapeutic setting and leads to licensure in School Counseling or School Adjustment counseling in the state of MA. To meet state requirements, both Adjustment and School Counseling students will complete a minimum of 600 hours of student contact, training and supervision at their respective sites by the end of the academic year. Students' hours will include all activities that pertain to their site work such as note taking, direct service supports, and supervision

Permission of instructor required. Enrollment is limited to second-year CAS students. Prerequisites: H-380A/BY or H-381A/BY. Students must enroll in H-390BY in the spring.

Requirements:                          Must be a CAS Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	counseling
HGSE: Content	families
HGSE: Content	ethics
HGSE: Limited Enrollment	LIMITED ENROLLMENT

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a case study
HGSE: Content	advocacy
HGSE: Content	relationships
HGSE: Content	social development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	reflective writing

## Education H390BY Section: 1

Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part II (203716)

Mandy Savitz-Romer

2026 Spring (4 Credits)

Schedule:

T 0430 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

The course uses small and full group discussions, self-reflective inquiry, experiential learning and practice-based skill development to prepare students for a career in school-based counseling. The course aims to foster a professional counseling identity that incorporates cultural humility, social justice and anti-racist counseling practices. To accomplish this, the course invites students to examine individual professional goals and values, as well as the personal tendencies that block individual growth.

This course is taught in conjunction with the students' practicum placement in a school or therapeutic setting and leads to licensure in School Counseling or School Adjustment counseling in the state of MA. To meet state requirements, both Adjustment and School Counseling students will complete a minimum of 600 hours of student contact, training and supervision at their respective sites by the end of the academic year. Students' hours will include all activities that pertain to their site work such as note taking, direct service supports, and supervision

Permission of instructor required. Enrollment is limited to second-year CAS students. Prerequisites: H-380A/BY or H-381A/BY. Students must enroll in H-390BY in the spring.

Requirements: Enrollment in this course requires completion of H390AY.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Content	counseling
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	internship
HGSE: Competencies	write a case study
HGSE: Content	advocacy
HGSE: Competencies	make a presentation
HGSE: Pedagogy	peer learning
HGSE: Competencies	lead a counseling session
HGSE: Content	families
HGSE: Content	social development
HGSE: Pedagogy	reflective writing

---

## Education H450 Section: 1

Neuroscience and Education: Foundations, Development, and Applications (224538)

Nadine Gaab

2025 Fall (4 Credits)

Schedule:

M 1000 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

\*Lottery-Based Enrollment\* The field of neuroscience can deliver a biological level of description to better understand how students learn and to explain individual differences. It can offer an alternative perspective on learning principles, skill development, and learning differences including their underlying etiologies. However, the role of this body of knowledge for developing pedagogical principles, interventions, or public policy, has been debated. Furthermore, this knowledge is often translated into educational contexts, ineffectively leading to overgeneralizations, myths, and ineffective practices harming students. In this course, students will be introduced to the brain's structure and function, how the brain changes over time, and the methods used to study the brain and its development and plasticity. Students will further identify and dispel common brain myths in educational contexts and learn to evaluate scientific evidence and approaches related to brain development and 'brain training' programs. Students will then learn about specific domains of development critical in educational contexts, including the acquisition of language, reading and math skills, attention, emotions, social interactions, and how environmental factors can alter developmental trajectories.

Students will review both the typical developmental pattern experienced by most children and specific developmental differences and disabilities relevant in educational contexts. The course has a strong translational component and includes specific practical applications of the course content to challenges and demands in educational contexts and policy, which is reflected in the assessments. Class activities will consist of both synchronous and asynchronous learning activities led by the instructor.

Class Notes:

Class Notes:

Fall 2025 live course previews will be fully virtual. Use this zoom link to attend the live course preview- <https://harvard.zoom.us/j/96293033803?pwd=lcwkUgRzIIviWaZJ4q2vmS7GBgI3Gj.1>, Password-299467.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Pedagogy	small-group discussion
HGSE: Content	child development
HGSE: Content	learning differences
HGSE: Pedagogy	lecture
HGSE: Competencies	develop research questions
HGSE: Content	cognitive development
HGSE: Content	risk prevention/intervention
HGSE: Competencies	improve teaching practice
HGSE: Content	psychology
HGSE: Content	developmental psychology
HGSE: Content	reading
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	disability/ableism
HGSE: Content	adolescent development
HGSE: Content	early childhood

Attribute	Value(s)
HGSE: Content	neuroscience
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	debate
HGSE: Content	research methods

## Education H509YA Section: 01

Immigration Initiative at Harvard Seminar (220684)

Carola Suarez-Orozco

2025 Fall (0 Credits)	Schedule:	T 1200 PM - 0130 PM	
Instructor Permissions:	Instructor	Enrollment Cap:	n/a

The Immigration Initiative at Harvard (IIH) fosters a community of scholars engaged in the exchange of research, ideas, and practices related to serving immigrant origin children, adolescents, and young adults. In this advanced seminar, doctoral students and post-doctoral fellows from within HGSE, FAS, and across Harvard will present ongoing works-in-progress to receive mentoring and professional development support as they develop their ideas and scholarship. In addition, participants in this year-long seminar will hear from national and international guest speakers presenting their work around topics related to research, policy, and practice particularly focused on immigrant origin children and youth.

This seminar will be held jointly between the IIH community and the [Migration & Immigrant Incorporation Workshop in FAS](#). Members of the Harvard Migration and Immigrant Incorporation workshop share a common interest in international migration and the incorporation of immigrants into host societies including questions of race and the integration of the second generation (the children of immigrants). While the majority of participants focus on the United States, the workshop includes and is open to researchers studying other immigrant-receiving countries. The primary purpose of the workshop is to circulate works-in-progress to elicit feedback and suggestions for improving scholarly work such as dissertation chapters or proposals, journal article submissions, interview schedules, and conference papers.

\*\*\*This is a Year Long course, students need to take part A and B in order to earn 2 credits, please note that part A carries 0 credits and part B carries 2 credits\*\*\*

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adolescent development
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration

Attribute	Value(s)
HGSE: Content	immigration
HGSE: Competencies	analyze arguments
HGSE: Content	child development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	guest speaker(s)

Education H509YB Section: 01

Immigration Initiative at Harvard Seminar (220814)

Carola Suarez-Orozco

2026 Spring (2 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

The Immigration Initiative at Harvard (IIH) fosters a community of scholars engaged in the exchange of research, ideas, and practices related to serving immigrant origin children, adolescents, and young adults. In this advanced seminar, doctoral students and post-doctoral fellows from within HGSE, FAS, and across Harvard will present ongoing works-in-progress to receive mentoring and professional development support as they develop their ideas and scholarship. In addition, participants in this year-long seminar will hear from national and international guest speakers presenting their work around topics related to research, policy, and practice particularly focused on immigrant origin children and youth.

This seminar will be held jointly between the IIH community and the [Migration & Immigrant Incorporation Workshop in FAS](#). Members of the Harvard Migration and Immigrant Incorporation workshop share a common interest in international migration and the incorporation of immigrants into host societies including questions of race and the integration of the second generation (the children of immigrants). While the majority of participants focus on the United States, the workshop includes and is open to researchers studying other immigrant-receiving countries. The primary purpose of the workshop is to circulate works-in-progress to elicit feedback and suggestions for improving scholarly work such as dissertation chapters or proposals, journal article submissions, interview schedules, and conference papers.

\*\*\*This is a Year Long course, students need to take part A and B in order to earn 2 credits, please note that part A carries 0 credits and part B carries 2 credits\*\*\*

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	develop a theory of action
HGSE: Content	culture
HGSE: Pedagogy	guest speaker(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze arguments
HGSE: Content	immigration
HGSE: Content	diversity equity inclusion

Attribute	Value(s)
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop research questions
HGSE: Content	developmental psychology
HGSE: Pedagogy	peer learning

---

## Education H513 Section: 1

Immigrant Children & Youth (220685)

Carola Suarez-Orozco

2026 Spring (4 Credits)

Schedule:

R 1030 AM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

30

\*Lottery-Based Enrollment\* In this course, we will examine the immigrant origin child and youth experience through intersecting and interdisciplinary lenses. Over one quarter of students in the U.S. have immigrant parents. The goal of the course is to unpack what about the immigrant experience matters for child and youth development with a focus on the implications for their educational experiences and pathways. The course takes an ecological and risk and resilience framework. Topics to be covered will include: immigrant family dynamics; belonging and exclusion; acculturation and identity; undocumented and mixed-status implications for development, language development; assessment; among others. Throughout the course, we will consider practice, research, and policy implications.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	social contexts
HGSE: Pedagogy	small-group discussion
HGSE: Limited Enrollment	XREG Allowed
Blue Course Evaluations	ALL
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education H518 Section: 1

Education Across Cultures: Beliefs and Practices in Schools and Families (226815)

Liao Cheng

2026 Spring (4 Credits)

Schedule:

T 1200 PM - 0245 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Education is a universal human activity, but how it is understood and practiced varies widely across cultures. When immersed in our own upbringing and educational experiences, we can easily take our beliefs and practices for granted, while overlooking cross-cultural variation and making inaccurate generalization about people from different backgrounds. That is why it is important to take a cross-cultural approach in the study

of education. It not only helps us understand the diversity and universalities in educational practices around the world, but also invites us to see our own experiences in a new light and reflect on how our beliefs about learning, teaching, and parenting have been shaped by our cultural backgrounds.

In this course, we will examine the interplay between education and culture, focusing on beliefs and practices in schools and families across various cultures. Specifically, we will investigate how cultural values and assumptions shape parent-child interactions, teacher-student dynamics, teaching and learning approaches, and educational systems. We will also consider how these factors impact child development, student well-being and academic achievement, and the experiences of immigrant and international students.

Class sessions are highly interactive and emphasize active learning. Students will engage in a variety of activities including interactive lectures, discussions, debates, case studies, teaching demonstrations, personal storytelling and reflection, interviews, and guest speaker sessions.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	college access
HGSE: Content	pedagogy
HGSE: Content	developmental psychology
HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning
HGSE: Competencies	make a presentation
HGSE: Competencies	understand data
HGSE: Competencies	conduct an interview
HGSE: Content	admissions
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	analyze quantitative data
HGSE: Content	psychology
HGSE: Pedagogy	peer learning
HGSE: Competencies	deliver a lesson
HGSE: Content	diversity equity inclusion
HGSE: Content	parenting
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	improve teaching practice
HGSE: Content	metacognition
HGSE: Content	culture
HGSE: Content	global/international context
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	readings
HGSE: Content	philosophy
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	debate
HGSE: Content	child development
HGSE: Content	classroom instruction
HGSE: Pedagogy	socratic discussion

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a lesson
HGSE: Competencies	analyze arguments
HGSE: Competencies	synthesize readings
HGSE: Content	adolescent development

Education H606 Section: 1

Inner Strengths for Mindful Presence: Leading with Courage, Clarity, & Compassion (203558)

# Metta McGarvey

2026 Spring (4 Credits)

## Schedule:

TR 1030 AM - 1230 PM

### Instructor Permissions:

### Enrollment Cap:

34

In an era marked by complexity, polarization, and burnout, this course offers a rigorous and deeply reflective learning experience designed to cultivate a warm-hearted, wise presence—one capable of meeting today's challenges with courage, clarity, and compassion. Grounded in adult developmental theory, Buddhist psychology, and cognitive and affective science, students engage in a rich mix of mindfulness, meditation, and embodiment exercises, self-reflection, and community-building activities. Through a wide-ranging set of readings, presentations, student-led discussions, guest speakers, and experiential practices, students develop lifelong tools for emotional regulation, conscious communication, and skillful action. The course challenges students to work consciously with unhelpful habits, cultivating the capacity to respond—not react—in the face of stress, conflict, and uncertainty. Students craft real-life experiments in personal and professional relationships, explore the impacts of systemic power dynamics, and practice taking mindful action aligned with their values and priorities. Together, we co-create a brave and supportive learning community in which we can build our inner strengths, take meaningful risks, and grow into the leaders, educators, and transformational change agents we aspire to be.

Note: This course fulfills the HDE master's program requirement for a 4-credit course in Human Development, and the Equity & Opportunity (E&O) Foundation requirement for HGSE students selecting E&O in 2025–26.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	synthesize readings
HGSE: Content	teachers
HGSE: Content	professional development
HGSE: Content	mindfulness
HGSE: Content	social development
HGSE: Content	race/ethnicity
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	leadership
HGSE: Content	relationships
HGSE: Content	gender
HGSE: Content	cognitive development
HGSE: Content	leadership
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	diagnose complex problems
HGSE: Content	lgbtq
HGSE: Content	learning and teaching
HGSE: Content	adult development

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	collaborate
HGSE: Competencies	analyze arguments
HGSE: Content	social contexts
HGSE: Content	social justice
HGSE: Content	neuroscience
HGSE: Content	identity
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	build partnership
HGSE: Content	arts
HGSE: Content	psychology
HGSE: Pedagogy	readings
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	facilitate group process
HGSE: Competencies	think strategically
HGSE: Competencies	E&O Electives
HGSE: Content	diversity equity inclusion
HGSE: Content	developmental psychology
HGSE: Content	emotional development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	engage families
HGSE: Competencies	mindset
HGSE: Content	higher education
HGSE: Content	civic engagement
HGSE: Competencies	practice equity and inclusion
HGSE: Content	group dynamics
HGSE: Content	mental health
HGSE: Content	community

---

## Education H610 Section: 1

Parenting and Child Development across Cultures (226612)

Meredith Rowe

2026 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

The purpose of this course is to consider the ways in which culture shapes parenting and child development. The vast majority of research on child development comes from Western societies, yet by examining children and families in diverse cultures we can gain a greater understanding of (1) the sources and extent of variation in parenting beliefs and practices; and (2) the consequences of cultural differences in child rearing on children's development.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	lecture
HGSE: Competencies	E&O Electives
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	culture

Attribute	Value(s)
HGSE: Content	parenting
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	readings
HGSE: Pedagogy	reflective writing
HGSE: Content	child development

## Education H610T Section: 1

Who am I? Becoming a self-reflective educator through Zen and psychology (205891)

Liao Cheng

2026 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

What we see is shaped by how we look, and rarely do we look with innocent eyes. Despite our effort to understand the world objectively, our views are constructed with and limited by our often-hidden preconceptions and motivations. This course aims at helping students to reflect on and examine the hidden forces that shape our values, decisions, and actions in order to achieve transformative growth.

To achieve this goal, this course adopts a cross-cultural approach that contrasts and connects Western and East Asian perspectives on understanding the mind. Specifically, the course draws lessons from psychology research – which provides scientific theories and evidence regarding psychological phenomena and mechanisms – and Zen philosophy – which provides holistic and experiential insights into the nature of the mind and emphasizes self-reflection and self-realization.

In this course, students will read classic texts and scholarly writings on Zen, examine cases of prominent Zen teachers, analyze relevant psychological findings, participate in interactive lectures and class discussions, and complete reflective exercises.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Content	psychology
HGSE: Content	metacognition
HGSE: Content	motivation
HGSE: Content	career development
HGSE: Content	global/international context
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings
HGSE: Competencies	mindset
HGSE: Content	leadership
HGSE: Content	innovation
HGSE: Content	mindfulness
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	case-method learning
HGSE: Competencies	synthesize readings
HGSE: Content	values
HGSE: Pedagogy	peer learning

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	culture
HGSE: Content	identity
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration

## Education H611 Section: 01

Becoming a Good Person and Leading a Good Life (180651)

Richard Weissbourd

2026 Spring (2 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

How do we raise children to become good people and lead good lives? This module explores these questions. We'll focus on two main pillars of a good life—morality and romantic love—and on the capacities children need to develop to be moral and to engage in gratifying, ethical romantic and sexual relationships. How do we develop in children and teens the capacities, for example, to be caring, justice-minded and courageous? How do we cultivate in them moral purposes, i.e. goals that benefit others and their communities? How do we develop in them the capacity to love in ways that nurture and expand both those they love and themselves? How do we guide them in developing caring, ethical and gratifying sexual relationships? We will analyze how school and home environments, as well as major societal trends, are shaping the development of these capacities, and explore concrete school and home-based strategies for cultivating these capacities in children. We'll also explore the challenges and opportunities in cultivating these capacities in children in these anxious, uncertain times. The module seeks to deepen students' understanding of morality and love and to provide ideas and tools for developing these capacities in children and young people.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	engage families
HGSE: Content	lgbtq
HGSE: Content	relationships
HGSE: Content	social justice
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	ALL
HGSE: Competencies	engage in difficult conversations
HGSE: Content	bullying/discrimination
HGSE: Pedagogy	discussion sections
HGSE: Content	child development
HGSE: Content	social development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	simulation/role play
HGSE: Content	risk prevention/intervention
HGSE: Content	parenting
HGSE: Content	values
HGSE: Content	diversity equity inclusion
HGSE: Content	emotional development
HGSE: Content	ethics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion

Attribute	Value(s)
HGSE: Content	adolescent development
HGSE: Content	social contexts
HGSE: Content	families
HGSE: Pedagogy	lecture
HGSE: Pedagogy	guest speaker(s)

## Education H611 Section: 02

Becoming a Good Person and Leading a Good Life (180651)

Richard Weissbourd

2026 Spring (2 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

How do we raise children to become good people and lead good lives? This module explores these questions. We'll focus on two main pillars of a good life—morality and romantic love—and on the capacities children need to develop to be moral and to engage in gratifying, ethical romantic and sexual relationships. How do we develop in children and teens the capacities, for example, to be caring, justice-minded and courageous? How do we cultivate in them moral purposes, i.e. goals that benefit others and their communities? How do we develop in them the capacity to love in ways that nurture and expand both those they love and themselves? How do we guide them in developing caring, ethical and gratifying sexual relationships? We will analyze how school and home environments, as well as major societal trends, are shaping the development of these capacities, and explore concrete school and home-based strategies for cultivating these capacities in children. We'll also explore the challenges and opportunities in cultivating these capacities in children in these anxious, uncertain times. The module seeks to deepen students' understanding of morality and love and to provide ideas and tools for developing these capacities in children and young people.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	risk prevention/intervention
HGSE: Content	parenting
HGSE: Content	families
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
Blue Course Evaluations	ALL
HGSE: Content	social contexts
HGSE: Content	values
HGSE: Content	social development
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	child development
HGSE: Content	bullying/discrimination
HGSE: Competencies	practice equity and inclusion
HGSE: Content	social justice
HGSE: Content	emotional development
HGSE: Content	ethics
HGSE: Pedagogy	reflective writing

Attribute	Value(s)
HGSE: Competencies	engage families
HGSE: Content	adolescent development
HGSE: Content	relationships
HGSE: Content	lgbtq

Education H612A Section: 1

# A Lab on Cultivating Meaning and Purpose (226892)

Richard Weissbourd

2025 Fall (1 Credits)

## Schedule:

TR 0130 PM - 0245 PM

## Instructor Permissions:      Instructor

### Enrollment Cap:

15

Troubling numbers of teens and young adults in the United States report lacking meaning and purpose in their lives, and programs and strategies have rapidly proliferated that seek to cultivate in young people, if not a single purpose, energizing career goals and direction. This short lab experience will explore these programs/strategies. These programs/strategies include tools that guide students in distilling their values and identity; curricula rooted in design thinking that scaffold purpose development; purpose-centered experiential, project-based and expeditionary learning programs; leadership, service and social impact programs that include reflections on purpose and purpose-focused mentoring programs. Particular attention will be given to the development of moral purposes, goals that benefit others. We will address questions such as: How is "purpose" or meaning defined or described? How useful are these programs/strategies for teachers, afterschool providers and others working with teens and young adults? Does effectiveness vary by students' characteristics, including age, gender, race, and class? What elements of these programs appear to be most key to their success, and how scalable are these elements?

Students will be asked, either individually or in groups, to assess a strategy/program that purports to develop purpose(s), or to develop an idea for their own strategy/program, and will present their assessment or idea in class. Class enrollment will be limited to 15. Permission of the instructor is required.

## Class Notes:

Interested students must submit a petition in my.Harvard by October 1, 2025. Students will be notified about their status by October 2, 2025. If more than 15 students submit a petition that is approved, a lottery will be held on October 2 followed by notifications to all interested students on their status. To submit a petition, students should enter 1 or 2 paragraphs in the petition comment box about why they are interested in taking this course.

This course will meet the following dates:

10/16 Thursday, 1:30-2:45

10/21 Tuesday, 1:30- 2:45

10/23 Thursday, 1:30-2:45

10/28 Tuesday, 1:30-2:45

10/30 Thursday NO CLASS

11/4 Tuesday, 1:30-2:45

11/6 Thursday, 1:30-2:45

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education H618 Section: 1

Translating Ethnic-Racial Identity Theory and Research into Practice (216696)

Adriana Umaña-Taylor

2025 Fall (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

\*Lottery-based enrollment\* Have you ever wondered how years of research and theory building get transformed into evidence-based curricula that can be implemented on a large scale? The current class provides a real-world example of how we can use basic developmental science and research to develop a curriculum designed to promote adolescents' engagement in ethnic-racial identity development.

In this course, students will grow to understand how adolescents develop their ethnic-racial identities and the consequences this can have for their broader development and well-being. We explore questions such as: What is ethnic-racial identity (ERI)? What theories have informed our understanding of how this developmental process unfolds for young people? How do social spaces that youth inhabit regularly inform their ethnic-racial identity development? What do we know about the links between ERI and adjustment? How can adolescents' ethnic-racial identity protect them against risk factors such as ethnic-racial discrimination? What's the mechanism by which ERI promotes positive youth development?

After building a strong theoretical and empirically informed foundation on this topic, we turn to examining the Identity Project curriculum, which was designed to intervene in adolescents' ERI development in a school-based setting. We spend the latter part of the semester doing an in-depth examination of the Identity Project curriculum and an educator professional development program designed to prepare educators to implement the Identity Project in their classrooms.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	readings
HGSE: Content	identity
HGSE: Content	social development
HGSE: Pedagogy	lecture
HGSE: Pedagogy	discussion sections
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Content	curriculum development
HGSE: Content	risk prevention/intervention
HGSE: Content	diversity equity inclusion
HGSE: Content	race/ethnicity
HGSE: Competencies	develop a theory of action
HGSE: Competencies	understand data
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	small-group discussion
HGSE: Content	adolescent development

Attribute	Value(s)
HGSE: Content	developmental psychology
HGSE: Pedagogy	socratic discussion

## Education H619 Section: 01

Identity, Power, Justice and Education: Core Convenings (220842)

Gretchen Brion-Meisels

Aaliyah El-Amin

2025 Fall (2 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This convening is only open to students who have declared the IPJE concentration. The Identity, Power, and Justice in Education (IPJE) Concentration aims to support students across programs who want to leverage their time at HGSE to gain knowledge and skills to disrupt oppressive structures, disrupt oppressive structures and imagine or recreate more liberatory spaces for learning. In service of this goal, each IPJE community member will be asked to map and document their learning across five domains: know and love self; know and love others; commit to historical and structural analysis; interrupt, innovate, imagine; and be love. These domains -- rooted in Critical Theory and Critical Pedagogy -- reflect core concepts that undergird justice-based work across the globe.

The IPJE convening is one of the requirements for the Identity, Power, Justice, and Education concentration. The core convening seeks to meet three specific objectives: (1) to provide a space for students in the concentration to reflect on the role of the core concepts above in critically-oriented social justice work, (2) to help IPJE concentrators build relationships with each other through their commitment to centering social justice in their present and future work, and (3) to provide space for peer learning and teaching, reflection, and community accountability to our shared commitments. Each month, we will focus on one core concept from our guiding frameworks: Identity (Know & Love Yourself, Know Others), Power (Historical and Structural Analysis) and Justice (Interrupt, Innovate, Imagine & Be Love).

For each concept, we come together as a whole group to investigate and explore the concept, as well as in small groups to discuss the readings and apply the ideas to our own work.

The IPJE convening will meet in the Fall on Mondays from 4:30-7:15pm, and Wednesdays from 12-1:15pm. (NOTE: We will not meet every week; a schedule of meetings dates will be added to this description in August.) This time will include a mix of large and small group meetings, interacting with texts, attending events, and personal reflection. IPJE community members should also expect to spend 2-3 hours per week on asynchronous work related to the core convenings.

Requirements: Sub plan must be IPJE

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	build partnership
HGSE: Content	civil rights
HGSE: Content	social justice
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	critical theory
HGSE: Content	relationships

Attribute	Value(s)
HGSE: Content	community
HGSE: Content	advocacy
HGSE: Content	identity
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	lecture
HGSE: Pedagogy	experiential learning

## Education H671 Section: 1

Research Practicum: Investigating Adolescents' Ethnic-Racial Identity in Colombia (226816)

Adriana Umaña-Taylor

2026 Spring (4 Credits)

Schedule:

MW 1030 AM - 1145 AM

F 0115 PM - 0230 PM

Instructor Permissions: Instructor Enrollment Cap: 15

This research practicum provides students the opportunity to gain research experience via an international research project, Identity and Positive Youth Development across Cultures (IPYDAC 2.0), focused on studying adolescents' ethnic-racial identity development in two distinct school sites in Colombia. Prior research conducted mainly in the U.S. and Europe has found that engaging in the developmental processes of ethnic-racial identity exploration and resolution during middle to late adolescence can promote positive youth development. Limited prior work has examined these associations in Colombia, although relatively recent policy reforms emphasizing indigenous and Afro-Colombian cultures have resulted in increased salience of ethnic-racial collective group identities. Furthermore, preliminary findings from IPYDAC 1.0 (gathered in 2017-2018 with adolescents in Medellín, Colombia) provided empirical support for these ideas with cross-sectional data. The current research practicum focuses on exploring related questions using a more rigorous longitudinal study design and using peer network data.

The class meets three times a week (MWF), featuring seminar-style discussions, workshops, and in-lab applications. Students need to apply to receive offer for enrollment prior to registering for the class (see course notes section for application instructions). Throughout the semester, students will: develop a practical and conceptual understanding of conducting cross-cultural research; learn about the sociohistorical context of race, ethnicity, colorism, and socioeconomic class in Colombia; learn about conducting, evaluating, and writing about internal consistency and examining support for construct validity of survey instruments; how to explore measurement equivalence/invariance of data gathered via survey measures in two distinct regions; learn the steps necessary for data cleaning and management of a longitudinal dataset, peer network data, and for data gathered in Spanish; gain experience working productively as part of a research team; synthesize and apply this knowledge to advancing research questions using data from the IPYDAC project; and contribute to a collaborative conference submission to disseminate findings from IPYDAC 2.0. Students will work in teams to explore and interpret findings from quantitative data analyses designed to empirically answer the following general research questions: Do ethnic-racial identity and cognitive flexibility work together to protect Colombian adolescents against the negative effects of ethnoracial discrimination?

In what ways does Colombian adolescents' ethnic-racial identity development relate to the characteristics of their peer network (e.g., more ethnoracially diverse, larger, similar in ERI)?

Class Notes:

Application process: Given the limited capacity of this research practicum, we have implemented an application process for you to indicate interest in enrollment. Below is a step-by-step guide on how to apply and enroll for the class:

- Application link: <https://tinyurl.com/applyH671>
- Students have until 1/19/2026, 11:59 PM to submit an application for enrollment (no application will be accepted after this deadline).
- The Crimson Cart will open on 1/7/2026, and students who have submitted an application can submit a petition indicating their completion of the enrollment application.
- Students will be notified with offers of enrollment by 1/21/2026, 3:00 PM and have until 1/21/2026, 11:59 PM to accept or decline the offer.
- Students who are waitlisted will be notified with offers of enrollment on 1/22/2026, 9:00 AM and have until 1/22/2026, 12:00 PM (noon) to accept or decline the offer.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	identity
HGSE: Content	adolescent development
HGSE: Content	statistics
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	research methods
HGSE: Content	race/ethnicity
HGSE: Competencies	understand data
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	synthesize readings
HGSE: Content	global/international context
HGSE: Pedagogy	research project
HGSE: Pedagogy	team-based learning

---

Education H725AY Section: 1

Literacy and Languages: Conversations about Literacy (225744)

Pamela Mason

2025 Fall (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Literacy and Languages: Conversations about Literacy serves as the core weekly meeting period for the Literacy and Languages concentration, scheduled during the Wednesday Concentration Time block. Students will

engage with researchers, practitioners, and authors who will share their ongoing work in literacy and language, nationally and internationally, with opportunities to interact with faculty and peers from other concentrations. These sessions will include being in conversation with many forms of literacy, such as representational art, historical sites, and graphics. Students must attend a minimum of four sessions per semester to fulfill the course requirement.

Requirements: Sub plan must be L&L

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education H725BY Section: 1

Literacy and Languages: Conversations about Literacy. (226173)

Pamela Mason

2026 Spring (0 Credits) Schedule: W 1200 PM - 0115 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

Literacy and Languages: Conversations about Literacy serves as the core weekly meeting period for the Literacy and Languages concentration, scheduled during the Wednesday Concentration Time block. Students will engage with researchers, practitioners, and authors who will share their ongoing work in literacy and language, nationally and internationally, with opportunities to interact with faculty and peers from other concentrations. These sessions will include being in conversation with many forms of literacy, such as representational art, historical sites, and graphics. Students must attend a minimum of four sessions per semester to fulfill the course requirement.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education H801 Section: 1

Literacy Assessment and Intervention Practicum (180713)

Pamela Mason

2025 Fall (4 Credits) Schedule: TR 1200 PM - 0115 PM

Instructor Permissions: Instructor Enrollment Cap: 12

Children learn to read and write along a developmental continuum and through different instructional strategies. This course addresses the issues around literacy learning for typically developing and struggling readers as evidenced in the research and addressed in practice, taking a culturally sustaining stance. In this course, each student, paired with an elementary school-aged learner, will learn how to administer and

interpret a battery of literacy assessments and then design an intervention plan for the learner. The course will connect research, theory, and practice through course readings, intervention work, and collaboration with colleagues. Students will share effective practices from their intervention and address the role of language, culture, and socio-economic background in the assessment and remediation of reading difficulties. Each student will be supported by a Reading Specialist/Literacy Coach mentor at their assigned school site and will be observed by the teaching team and the mentor. The Standards for Reading Professionals of the International Literacy Association serve as the guiding principles for this course.

Prerequisites: teaching experience at the elementary, middle, or high school level.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	curriculum development
HGSE: Competencies	analyze student data
HGSE: Pedagogy	field-based learning
HGSE: Competencies	administer an assessment
HGSE: Content	teacher preparation
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H810H Section: 01

Literacy Leadership through Coaching: Building Teacher Capacity, PK-12 (180723)

Pamela Mason

2026 Spring (2 Credits)

## Schedule:

MW 0430 PM - 0545 PM

Instructor Permissions: None

## Enrollment Cap:

n/a

Literacy coaching is an integral part of leading teachers to implement effective instructional practices for learners across age/grade levels. At the preschool level, coaches model effective teacher moves and implementation of curricula that result in positive early literacy learning. At the elementary level literacy coaches collaborate with teachers to differentiate literacy instruction to meet the strengths and challenges of their learners. At the secondary level, literacy coaches foster an appreciation of the literacy demands in the disciplines and provide teachers with the skills to help their learners access their content. Literacy coaching also has been effectively implemented in low/middle income countries (the Global South) to provide pedagogical and content knowledge for early grade and elementary teachers, building human capital.

This module provides participants with an overview of literacy coaching across grade levels (K-12) and school contexts. Research, theory, and practice addressed in the module will focus on the intersection of the following fields: transformational change, culturally sustaining pedagogy, adult development, professional learning, and school improvement. In a workshop format, participants will address the module's overarching questions: What does literacy coaching look like across grade levels, coaching models, and school contexts? Which coaching practices do teachers, coaches, and researchers find effective? How does coaching facilitate school improvement efforts? The module's weekly activities and final assignment have been specifically designed to allow those interested in literacy education, professional learning, and school improvement to pursue their academic interests as related to current literacy coaching research and practice. This module is appropriate for master's and doctoral students wanting to learn more about the theory and practices enacted in coaching models to strengthen teachers' literacy instruction (K-12).

Teaching experience is recommended but not required.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	teacher preparation
All: Cross Reg Availability	Available for Harvard Cross Registration

Education H811F Section: 01

## Language and Literacy Development Series: From Language to Literacy (216481)

Meredith Rowe

2025 Fall (2 Credits)

## Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

## Enrollment Cap:

n/a

Students in this course will learn about children's development of oral language and of early literacy skills, and about parallels and differences in the two developmental trajectories. Students will be exposed to research on the major domains of development in oral language (pragmatics, phonology, vocabulary, grammar, and extended discourse), with attention to the following questions: Is skill in this domain prerequisite to the trouble-free acquisition of literacy? Does variation in this domain relate to variation in literacy skills? Is the variation related to social, cultural, or cognitive factors? What implications does the variation have for practices in early childhood settings, in initial literacy instruction, and in later supports to reading comprehension? Students will be expected to participate actively in class discussions and activities; including writing reactions to the readings, writing a short essay integrating material from readings and lectures, and engaging in a group project. Class format will be a combination of brief lectures, hands-on analysis of children's oral/written production or other activities, small- and large-group discussion, and student led presentations.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	early childhood
HGSE: Competencies	collaborate
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze qualitative data
HGSE: Content	language and literacy
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	design an intervention
HGSE: Content	child development
HGSE: Competencies	debate
HGSE: Pedagogy	lecture
HGSE: Content	social contexts
HGSE: Content	linguistic diversity
HGSE: Content	cognitive development

Attribute	Value(s)
HGSE: Content	developmental psychology
HGSE: Content	parenting
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	readings

Education H811G Section: 01

## Language & Literacy Dev. Series: Reading and Writing Dev. and Instruction for Equity and Joy (216482)

Cami Condie

2025 Fall (2 Credits)

## Schedule:

T 0500 PM - 0745 PM

Instructor Permissions: None

## Enrollment Cap:

n/a

This module is the second in the Language and Literacy Development series. Learning to read and write are complex processes influenced by a learner's oral language, their cultural capital, their funds of knowledge, and the sociocultural and sociopolitical context in which literacy is taught. We will explore the influences of language background, ethnicity, and class on literacy development. The format of the course will be a combination of lectures, in-class activities, and asynchronous discussion boards, designed to create an understanding of the developmental processes of learning to read and write. Emphasizing the connections among theory, assessment, and instructional approaches, we will use equity and social justice as our lens to empower learners' joy. Topics will include (but are not limited to) the sociocultural factors in learning to read and write, the history and perspectives on learning to read and write, the science of reading and writing, and the developmental stages of reading and writing (K-12). The assignments will offer you an opportunity to apply the theoretical concepts of literacy acquisition to your own experiences. You will select an instructional program and evaluate its use for a particular type of learner, such as multilingual learners, learners with identified special needs, or typically developing learners within a specific grade span.

Teaching experience is recommended, but not required. This course is open to all HGSE students, as well as cross registrants. Literacy and Languages concentrators must take two of the four modules in this series.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	improve teaching practice
HGSE: Competencies	analyze student data
HGSE: Content	curriculum development
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	develop curriculum
HGSE: Content	learning and teaching
HGSE: Content	social justice
HGSE: Content	classroom instruction
HGSE: Content	linguistic diversity
HGSE: Pedagogy	readings
HGSE: Content	language and literacy
HGSE: Content	cognitive development
HGSE: Content	diversity equity inclusion
HGSE: Content	program evaluation
HGSE: Pedagogy	peer learning

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	lecture

Education H811H Section: 01

Language & Literacy Development Series:Reading to Learn:Socialization, Language & Deep Comprehension (216483)

Paola Uccelli

## 2026 Spring (2 Credits)

## Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: None

### Enrollment Cap:

n/a

In today's world, students need to be equipped with the skills that allow them to update their knowledge independently in order to continue to be efficient learners, workers, and critical members of rapidly changing societies. Supporting students to become skilled comprehenders of texts--whether oral, written, or digital texts--constitutes a central instructional goal in the larger enterprise of preparing lifelong independent learners. Beyond word reading ability, socio-cognitive skills, language enculturation, motivation, and background knowledge influence readers' comprehension of text. During the course, the interplay of these skills and factors throughout development--from the early years to adolescence--will be examined, focusing specifically on the interaction between four key elements: the reader, the text, the activity, and the sociocultural context. This course is designed to help students (1) become familiar with the major issues and key research literature in the field of reading comprehension; (2) critique and integrate findings from that research literature; (3) conceptualize effective practices to support reading to learn at school; and (4) critique and design reading-to-learn educational and/or research initiatives.

No prerequisites. This course is open to all HGSE students, but Language and Literacy candidates must take two of the four modules in this series.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	design a lesson
HGSE: Competencies	assess cognitive challenges
HGSE: Content	teaching for understanding
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	adolescent development
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze arguments

Education H811J Section: 01

Language and Literacy Development Series: Adolescent Literacy Development and Instruction (216171)

Douglas Mosher

2026 Spring (2 Credits)

## Schedule:

TR 0900 AM - 1015 AM

Instructor Permissions: None

### Enrollment Cap:

n/a

Though literacy instruction moves into the background after the early elementary years, in fact there is lots left to learn and to teach in the middle and high school years about reading, writing, literate forms of

language use, and content-area specific literate genres. The unfinished task of literacy development is a challenge for teachers, school and district leaders, and policy makers who assume that literacy learning is no longer a concern. But many questions remain, e.g. How do literacy skills interact with content learning? What is the normal course of students' literacy development after Grade 4, and what constitutes a worrying trajectory? What do teachers, especially content area teachers in middle and secondary schools, need to know about literacy in order to support students adequately? What classroom resources--curriculum, interventions, technology--have been shown to support students' ongoing development of literacy skills after Grade 4? Are schools, including community and open-enrollment colleges, organized optimally to support student growth in literacy and in using literacy as a tool for learning? The course will address the research basis for decision making around adolescent literacy as well as the practices that have been shown to be successful.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	debate
HGSE: Competencies	synthesize readings
Blue Course Evaluations	ALL
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	readings
HGSE: Content	curriculum development
HGSE: Pedagogy	small-group discussion
HGSE: Content	language and literacy
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	improve teaching practice
HGSE: Content	adolescent development
HGSE: Content	classroom instruction
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	lecture

#### Education H813 Section: 1

Bilingual Learners: Literacy Development and Instruction (216679)

Paola Uccelli

2025 Fall (4 Credits)

Schedule:

R 0430 PM - 0600 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Designed for researchers and practitioners, this course focuses on the pressing issues related to bilingual students; language and literacy instruction, as well as policies guiding language and education at school. The term "bilingual" in this course is used to refer to students who have diverse and unequal experiences in more than one language, with a focus on those who speak or hear a language different from the societal language at home but who might receive bilingual or monolingual instruction at school. The course employs an interdisciplinary perspective, drawing on sociocultural and educational theory and research to explore societal factors related to language, literacy, and academic achievement in the United States and in various international contexts. Together, we will examine questions related to the many modes of being bilingual/multilingual, the role of languages in society, and the impact of educational resources and policies on bilingual populations. The aims of this course are to investigate and understand how sociocultural contexts affect bilingual students; learning and identities, why literacy plays a crucial role in academic achievement, and which instructional implications are supported by the latest research with bilingual learners. The ultimate goal is to prepare students to contribute to the field in research-informed,

yet innovative, ways. This course is intended for students who anticipate working with linguistically diverse populations as practitioners, curriculum designers, educational leaders, policymakers, or researchers.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Competencies	write a grant proposal
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	project-based learning
HGSE: Content	classroom instruction
HGSE: Pedagogy	discussion sections
HGSE: Content	student achievement
HGSE: Content	community
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	synthesize readings
HGSE: Content	teacher preparation
HGSE: Competencies	deliver instruction
HGSE: Competencies	improve teaching practice

---

#### Education H860 Section: 01

The Science of Teaching Reading: Preventing and Addressing Reading Difficulties (180761)

Phil Capin

2026 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

Many children have difficulty learning to read proficiently. This course will explore the sources and mechanisms of reading difficulties, considering learning differences and disabilities as well as the sociocultural context. We will also examine evidence-based practices for preventing and ameliorating reading difficulties in school-age children. The course will address cognitive processes that underlie reading difficulties, as well as socioemotional domains that co-develop with reading acquisition. We will consider reading challenges using a strengths-based approach that privileges access to complex academic tasks alongside their grade-level peers and attends to the sociocultural contexts in which reading development occurs. Our focus will be on the United States context, with options for course members to explore reading from international perspectives. The course will emphasize practical applications of research evidence to support all readers, from the perspectives of educators of school-age students with reading challenges, school- and district-level administrators, and policy makers. In so doing, we will address common myths and misconceptions about dyslexia, supports for culturally and linguistically diverse students to leverage their funds of knowledge during reading tasks, the co-occurrence of other academic challenges (e.g., ADHD, math disability, etc.), and school-level policies that can optimize reading outcomes for all children. Doctoral and master's level students are welcome (undergraduates with permission).

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make policy recommendations
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	write a policy memo

Attribute	Value(s)
HGSE: Content	risk prevention/intervention
HGSE: Pedagogy	research project
HGSE: Content	reading
HGSE: Content	classroom instruction
HGSE: Competencies	synthesize readings
HGSE: Pedagogy	team-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	develop a theory of action
HGSE: Pedagogy	readings
HGSE: Competencies	analyze arguments
HGSE: Content	learning differences

## Education HPL101 Section: 1

How People Learn (216118)

Matthew Miller

Eric Soto-Shed

Elizabeth Bonawitz

Jessica Fei

2025 Summer (4 Credits)                              Schedule:                              TBD

Instructor Permissions:      Instructor                              Enrollment Cap:                      n/a

How People Learn (HPL) is designed to help you develop a flexible, foundational understanding of how people develop over the lifespan; how people learn; and how educators might successfully design, lead, and create systems to support others' learning and growth. In HPL, you will become familiar with current research and practice on human learning and development and use core concepts to analyze real educational initiatives around the world through HPL's in-depth, media-rich "Field Studies." You will grapple with problems of practice that educators in varied roles are confronting—the kinds of dilemmas that you will face in your career in education. You will have opportunities to personalize your learning experience by choosing to focus on materials and problems tied to your professional interests and aspirations, selecting which areas to explore in depth, engaging with your peers in discussion, and crafting your own proposed design for a learning experience or initiative grounded in course concepts. The course allows for flexible asynchronous progress but features numerous optional opportunities for live, synchronous engagement with the teaching team and peers. HPL is four credits and takes place June 1 to July 16.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	HPL
All: Cross Reg Availability	Not Available for Cross Registration

## Education HT107 Section: 01

Topics in Educational Psychology (180782)

Jon Star

2026 Spring (4 Credits)                              Schedule:                              MTWRF 0100 PM - 0400 PM

Instructor Permissions:      None                              Enrollment Cap:                      n/a

For those interested in learning in school settings, an understanding of educational psychology, including theories of how students learn and what motivates students to learn, is fundamental. This course offers a broad introduction to psychological theory and research that has attempted to better understand students' learning and motivation. The course begins with an exploration of theories of learning, including behaviorist, cognitivist, and situated perspectives. This is followed by a deep dive into motivational constructs such as self-efficacy, goal orientation, and self-determination theory. The course concludes with an examination of additional, selected topics from educational psychology that may include individual differences, gifted/talented education, ADHD, learning styles, and international/cultural differences in learning and teaching. Course readings will be grounded in theoretical and empirical literature related to theories of learning and motivation. Application of theory, including case studies, will be foundational to class sessions, as a way to ground our discussion of theory and research.

The course is suitable for all HGSE master's and doctoral students, including those who have not already had an introductory course in educational psychology, as well as for those who have previously taken HGSE's How People Learn module.

Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email registrar@gse.harvard.edu. This request must be submitted before 12:00pm on 1/6/2026

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	curriculum development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	debate
HGSE: Competencies	analyze arguments
HGSE: Content	teachers
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a case study
HGSE: Competencies	conduct an interview
HGSE: Content	child development
HGSE: Competencies	write a policy memo
HGSE: Content	metacognition
HGSE: Content	cognitive development
HGSE: Pedagogy	lecture
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	psychology
HGSE: Content	adolescent development
HGSE: Content	learning and teaching
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
HGSE: Content	motivation
HGSE: Content	pedagogy
HGSE: Content	social development
HGSE: Content	classroom instruction
HGSE: Pedagogy	socratic discussion
HGSE: Content	learning differences
HGSE: Competencies	engage in difficult conversations
HGSE: Content	early childhood

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

## Education HT123 Section: 01

Informal Learning for Children (180784)

Joe Blatt

2026 Spring (4 Credits) Schedule: MTWRF 1000 AM - 0600 PM

Instructor Permissions: None Enrollment Cap: n/a

Love and friendship, health and wealth, ethical and spiritual beliefs ... we absorb so much of life's essentials from friends and family, our communities, and the media – in other words, outside formal school. This course is an introduction to the world of informal learning: what it is, how it works, and how educators can harness it to help children and adolescents learn and prosper.

We engage with researchers, creative talent, and senior executives from Sesame Workshop, producers of Sesame Street, the most successful example of informal learning via media. We also study outstanding examples of in-person informal learning – museums, community centers, after-school programs, libraries, live action role-playing games, and summer camps – to help us develop concepts for new ventures.

You will learn how to conduct research on informal learning; how to identify and assess needs; how to design, test, and revise materials that are responsive to specific audiences and objectives; how to make diversity a fundamental component of the design process; and how to gauge the short- and longer-term impact of an intervention.

Learning activities include expert presentations, discussions, and field experiences. The capstone for the course, completed in small groups, is a proposal for a large-scale, multimedia-based informal learning project. Your group will determine your own objectives and target audience, develop a creative plan, and present your proposal orally to media, museum, and education experts, whose helpful feedback you will then incorporate into your final written proposal.

Project topic options will be announced in late Fall. Previous topics have included improving children's health and fitness, promoting civic engagement and political participation, developing print and digital literacy, and helping children and teens become wiser consumers.

This course meets every day during January term and requires full-time engagement. Open to all students, including cross-registrants. No prerequisites. Important information on preparing for HT-123 will be e-mailed to enrolled students in mid-December.

Class Notes: Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email registrar@gse.harvard.edu. This request must be submitted before 9:00am on 1/6/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	informal learning
HGSE: Content	curriculum development
HGSE: Content	risk prevention/intervention

Attribute	Value(s)
HGSE: Content	innovation
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research proposal
HGSE: Content	child development
HGSE: Content	motivation
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	develop curriculum
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	out-of-school time
HGSE: Content	civic engagement
HGSE: Content	learning and teaching
HGSE: Content	technology
HGSE: Content	fundraising
HGSE: Pedagogy	team-based learning
HGSE: Competencies	facilitate group process
HGSE: Content	formative evaluation
HGSE: Content	museums
HGSE: Content	developmental psychology
HGSE: Content	cognitive development
HGSE: Content	diversity equity inclusion
HGSE: Content	global/international context
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	field-based visit(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	build partnership
HGSE: Content	partnerships
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	analyze arguments
HGSE: Content	qualitative research
HGSE: Content	media
HGSE: Content	entrepreneurship

Education HT500F Section: 1

Growing Up in a Media World (226615)

Joe Blatt

2025 Fall (2 Credits)

Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

70

What do we talk about when we talk about the lives of children or teenagers? It used to be "play time" or "free time" – now it's often "screen time." Infants soothed with tablets when they cry, three year-olds watching YouTube videos ... and as kids grow up, add listening to music, going to the movies, using smartphones, playing video games, and joining social networks: the amount of time most children and young people invest in media is far more than the time they spend in school.

What is the impact of growing up immersed in this digital world? What do children learn from media, and

what issues does it raise for them? We will examine the pervasive role of electronic media in educating and socializing children and teens. The course draws on your own experience with media, and introduces a wide range of psychological, sociological, and survey research.

We explore the variety of content available to young people and their families; document the developing child's patterns of use and understanding of media; examine theories and methods for assessing media effects; review research on the role of media in shaping individual identity, social relationships, and responses to challenging issues; and analyze public policies that affect media creators, consumers, and citizens.

Our learning activities include lectures, screenings, demonstrations by guest experts, small-group discussions, and student presentations. You have the opportunity to carry out two modest research assignments – an interview with a young media user and a content analysis – and share in class or online your review of a media product designed for young people.

Open to all students, including cross-registrants

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	readings
HGSE: Competencies	engage families
HGSE: Content	psychology
HGSE: Content	child development
HGSE: Content	diversity equity inclusion
HGSE: Content	social development
HGSE: Pedagogy	research project
HGSE: Competencies	synthesize readings
HGSE: Content	informal learning
HGSE: Content	media
HGSE: Content	families
HGSE: Content	race/ethnicity
HGSE: Content	social networks
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	collaborate
HGSE: Content	adolescent development
HGSE: Content	gender
HGSE: Content	social media
HGSE: Content	parenting
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collect quantitative data
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	develop curriculum
HGSE: Content	arts
HGSE: Content	out-of-school time
HGSE: Content	early childhood
HGSE: Content	developmental psychology
HGSE: Content	innovation

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	conduct an interview
HGSE: Competencies	examine trends
HGSE: Content	qualitative research
HGSE: Pedagogy	lecture
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collect qualitative data
HGSE: Content	research methods
HGSE: Content	technology
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	debate

## Education HT820 Section: 01

Assessing School-Age Children's Language and Literacy Development (180788)

Rebecca Rolland

2025 Fall (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

This case-based course will introduce the conceptual, practical, ethical, and legal issues related to the language and literacy assessment of school-aged children and adolescents. Topics include: discussion of standards for educational testing, including validity, reliability, norming, test development, and avoidance of cultural bias; and general guidelines for selections of particular types of assessment methods for individual children (i.e., standardized test, direct observation, questionnaire, interview). Special emphasis will be placed on the contributions and limitations of tests for students with learning difficulties, particularly in language and literacy. Supervised clinical practice in screening and assessment will provide students with experience in the oral and written communication of assessment results to parents, teachers and other professionals. Requirements include engaging with weekly media and cases and a written assessment report.

Enrollment procedure will be posted on the course website.

Class Notes:

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	administer an assessment
HGSE: Content	language and literacy
HGSE: Content	learning differences
HGSE: Pedagogy	experiential learning
HGSE: Content	decision-making
HGSE: Competencies	practice equity and inclusion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	assessment
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Content	cognitive development
HGSE: Pedagogy	case-method learning

---

## Education L100AY Section: 01

The Workplace Lab for System-Level Leaders (203644)

Mary Grassa O'Neill

Frank Barnes

2025 Fall (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The Workplace Lab (WPL) is a fast-paced, practice-based professional seminar course designed for the Ed.L.D. cohort's first year. Through a variety of modalities, in teams and as individuals, aspiring transformational sector leaders will have the opportunity to acquire the knowledge, skills, and habits of mind to lead system level change within organizations by:

- Analyzing critically the education sector with a focus on system-level leadership
- Exploring and demonstrating adaptive and technical leadership
- Practicing teaming to develop actionable insights
- Developing mechanisms to solve problems
- Applying frameworks for change to real work challenges and case studies
- Designing systemic reform through simulations and in the field via a fellowship experience
- Demonstrating entrepreneurial and innovative thought and leadership, and
- Applying course learnings to in-the-field fellowship contexts

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-100AY and L-100BY were formerly yearlong L-100.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	negotiation
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	think strategically
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	field-based learning
HGSE: Competencies	diagnose complex problems
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	write a policy memo
HGSE: Content	school reform
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	readings

---

## Education L100BY Section: 01

The Workplace Lab for System-Level Leaders (203645)

Mary Grassa O'Neill

Frank Barnes

2026 Spring (4 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The Workplace Lab is the professional seminar for students in the Ed.L.D. Program in the first year of their studies. Through a variety of modalities, aspiring transformational leaders have the opportunity to acquire the knowledge, habits of mind, and disposition to act by (1) analyzing critically the education sector; (2) collaborating and teaming to identify and reflect on problems of practice; (3) developing mechanisms to solve problems; (4) understanding the instructional core; (5) simulating systemic reform; and (6) scaling up through design and innovation. The Workplace Lab provides an opportunity for students to combine action and reflection, to challenge their assumptions about leadership and improvement, and to integrate and deepen their learning across the Ed.L.D. core curriculum.

They will have the opportunity to work directly with a school district through their fellowships and partnership with a school district.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-100AY and L-100BY were formerly yearlong L-100.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	leadership
Blue Course Evaluations	ALL
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	decision-making
HGSE: Pedagogy	experiential learning

---

Education L102A Section: 01

Leaders of Learning (220714)

Jennifer Cheatham

2025 Fall (2 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

\*\*\*ONLY OFFERED FOR EdLD STUDENTS\*\*\*This course is designed to better prepare students in the Ed.L.D. Program to lead learning, both student learning, professional learning and related organizational learning. Whether you plan to lead in a public school system or adjacent to one, as a top-level administrator or as a policy leader or entrepreneur, it is crucial to have an understanding of excellent teaching and learning that is inclusive and culturally responsive. Without that understanding, and a commitment to continually learning more about it, leaders in every part of the sector risk developing solutions that don't address the problems that stand in the way of excellent teaching and learning for every child. But understanding excellent teaching and learning isn't enough. System-level leaders must continually examine the larger system that either supports or constrains excellent instruction, intentionally foster generative conversations about the system's strengths and challenges, and use this shared insight to cultivate collaborative change. These system-level leadership skills, focused on joint sense making and learning in relation to a vision worth pursuing, are of special importance in today's environment where basic decisions about what is taught, how it is taught, and how it is assessed are mired in political conflict.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	learning and teaching

---

Education L103 Section: 01

Thinking Strategically about Education Reform (203649)

Jal Mehta

2025 Fall (4 Credits)

Schedule:

TR 0130 PM - 0330 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course seeks to help Ed.L.D. students ask and answer the "why," "how," and "what" of education improvement and innovation. Questions include: What are we aiming for in education (and who is the "we")? Where are we now? How can we build systems (districts, networks, states) that would consistently support quality education? How do we spread changes across jurisdictions? How are all of these questions shaped by history, politics, and race? Students will learn how to act on these questions through readings, discussions, live cases and a final project. For the live cases, students will be faced with a real-world actor confronting a current dilemma and will be asked to diagnose the problem and develop a strategic approach to addressing the dilemma in a particular context. Students will also do a semester long "Make the World a Better Place" project, through which they will learn and practice critical skills like empathy, listening, defining problems, brainstorming, prototyping, and testing. and change management skills through applied work in an area of their choice. Our hope is that students will leave the course with both their own North Star for education, a sense of key strategies that can help achieve that North Star, and a way of working that subverts traditional hierarchies and makes significant change from the ground up.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	school reform
HGSE: Content	strategic planning
HGSE: Competencies	think strategically
HGSE: Competencies	collect qualitative data
HGSE: Content	diversity equity inclusion
HGSE: Competencies	design an intervention
HGSE: Content	system-level leadership
HGSE: Competencies	write a policy memo
HGSE: Content	politics
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate

Attribute	Value(s)
HGSE: Content	organizations
HGSE: Content	leadership
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning

## Education L104AY Section: 01

Practicing Leadership Inside and Out (203650)

Candice Crawford-Zakian

Carmen Williams

Mo Sook Park

Michael Koehler

2025 Fall (4 Credits)

Schedule:

M 0230 PM - 0530 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Practicing Leadership Inside and Out (PLIO) is a comprehensive leadership development course that spans the 3-years of the Ed.L.D. learning curriculum.

The central focus of PLIO is to further build one's capacity to navigate social and organizational complexity to create systems-level change on the seemingly intractable challenges in education.

High social reactivity and a fundamental breakdown in communication across lines of difference - ideological, political, and identity-based (racial, gender identity, class, education) - threaten our collective capacity to productively problem-solve on behalf of the greater whole, in the education sector and beyond. The tremendous complexity and volatility of today's global realities can become easily overwhelming - particularly for people in high positions of authority. The capacity to work productively with and within these conditions is a critical skill for those in senior level positions.

PLIO provides opportunities to engage concepts, practices, and frameworks designed to promote the cognitive agility, creativity, self-awareness, sociocultural and socio-political awareness necessary to harness diversity and build collaborative, healthy, innovative, educational systems.

Across the three years you have opportunities to develop, expand or increase your capacities to:

1. Put space between a stimulus trigger and your response
2. Take notice and be radically curious about patterns in yourself and in the social system
3. Know, discover and self-author components of your identity so that you can show up fully and authentically
4. Take a systems-level view of social relations and adaptive challenges
5. Tolerate higher degrees of ambiguity, discomfort, and not knowing.
6. Proactively discover more strategic options and new capacities in yourself and in systems by taking measured risks to experiment, fail forward, and iterate rapidly.
7. Empathize with the experiences of others and fully consider their perspectives in your leadership actions.

### PLIO Year One

During Year 1, we pay particular attention to opportunities to increase your awareness of your role in the interpersonal and organizational complexities that you have faced in the past, that surface during the program, and will surface after completing Ed.L.D.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-104AY and L-104BY were formerly L-104A and L-104B.

**Requirements:** Must be a Doctor of Education Leadership Student or have permission of the instructor

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	adult development
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	reflective writing
HGSE: Content	group dynamics
HGSE: Pedagogy	experiential learning
HGSE: Content	coaching
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	leadership
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Content	emotional development

---

## Education L104BY Section: 01

Practicing Leadership Inside and Out (203651)

Candice Crawford-Zakian

Carmen Williams

Lisa Lahey

Michael Koehler

Mo Sook Park

2026 Spring (2 Credits)

Schedule:

M 0230 PM - 0530 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This module is a continuation of L-104AY.

Practicing Leadership Inside and Out (PLIO) is a comprehensive leadership development course that spans the 3-years of the Ed.L.D. learning curriculum.

The central focus of PLIO is to further build one's capacity to navigate social and organizational complexity to create systems-level change on the seemingly intractable challenges in education.

High social reactivity and a fundamental breakdown in communication across lines of difference - ideological, political, and identity-based (racial, gender identity, class, education) - threaten our collective capacity to productively problem-solve on behalf of the greater whole, in the education sector and beyond. The tremendous complexity and volatility of today's global realities can become easily overwhelming - particularly for people in high positions of authority. The capacity to work productively with and within these conditions is a critical skill for those in senior level positions.

PLIO provides opportunities to engage concepts, practices, and frameworks designed to promote the cognitive agility, creativity, self-awareness, sociocultural and socio-political awareness necessary to harness diversity and build collaborative, healthy, innovative, educational systems.

Across the three years you have opportunities to develop, expand or increase your capacities to:

1. Put space between a stimulus trigger and your response
2. Take notice and be radically curious about patterns in yourself and in the social system
3. Know, discover and self-author components of your identity so that you can show up fully and authentically
4. Take a systems-level view of social relations and adaptive challenges
5. Tolerate higher degrees of ambiguity, discomfort, and not knowing.
6. Proactively discover more strategic options and new capacities in yourself and in systems by taking measured risks to experiment, fail forward, and iterate rapidly.
7. Empathize with the experiences of others and fully consider their perspectives in your leadership actions.

## PLIO Year One

During Year 1, we pay particular attention to opportunities to increase your awareness of your role in the interpersonal and organizational complexities that you have faced in the past, that surface during the program, and will surface after completing Ed.L.D.

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students. L-104AY and L-104BY were formerly L-104A and L-104B.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	team-based learning
HGSE: Content	coaching
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	identity
HGSE: Content	leadership
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	emotional development
HGSE: Content	adult development
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	discussion sections
Blue Course Evaluations	ALL

---

## Education L106 Section: 01

Race, Equity, and Leadership (REAL) - Leading for Equity in a Racialized World (203674)

Frank Barnes

2026 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course focuses on leading for equitable outcomes and conditions of schooling in a racialized world. As a wise man once said, "The myth of race has created the reality of racism." Given such, this course explores different facets and contours of this mythology, particularly as they pertain to effectively leading and navigating large education systems in the United States, as well as the real and persistent manifestations of this mythology in our Pk-12 school systems. The course also attends to different ways equity is defined or

framed in Pk-12 education systems, examining select elements that lie within these system's sphere of influence. Lastly, the course attends to system-level "equity moves" that can be employed in pursuit of equitable outcomes and conditions of schooling in our racialized U.S. context.

Permission of instructors required. Enrollment is limited to first-year students in the Ed.L.D. program.

**Requirements:** Must be a Doctor of Education Leadership Student or have permission of the instructor

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	engage in difficult conversations
HGSE: Content	system-level leadership
HGSE: Pedagogy	case-method learning
HGSE: Content	strategic planning
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	develop a theory of action
HGSE: Content	policy
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	think strategically
HGSE: Pedagogy	research project
HGSE: Content	race/ethnicity
HGSE: Pedagogy	readings
All: Cross Reg Availability	Not Available for Cross Registration

Education L107 Section: 1

Leading with the Board (207222)

S. Paul Reville

2026 Spring (4 Credits)

## Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap: n/a

This course will operate as a seminar. Through structured simulations and live case discussions, students will examine the relationship between education leaders and their boards at various levels of the education sector, including in public/private, K-12, higher education, and nonprofit spaces. The focus will be on developing the knowledge, skills and disposition to collaborate effectively with boards in the process of leading educational change. Specifically, the class will regularly feature visits from executives, district leaders, and board leaders as invited speakers. These experts will present "live case" examples from their own experiences and lead the class in analytical discussions about their work. The course will also involve simulations, readings and extensive analytical discussion. The first half of the course examines elected boards and the K-12 education space, while the second half more briefly touches on non-profit and higher education boards. Throughout, students will gain a deeper understanding of the facets of boardsmanship, the essentials of executive-board relations, and the politics and contextual factors involved in leading in collaboration with a board.

Enrollment is limited to first-year Ed.L.D. students.

**Requirements:** Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	politics
HGSE: Content	culture
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	conduct an interview
HGSE: Competencies	synthesize readings
HGSE: Content	relationships
HGSE: Content	civil rights
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	debate
HGSE: Pedagogy	simulation/role play
HGSE: Content	advocacy
HGSE: Content	decision-making
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	collaborate
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	readings

---

Education L108 Section: 01

Sector Change (207223)

Irvin Scott

2026 Spring (2 Credits)

Schedule:

T 0130 PM - 0330 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

The specific challenge we take up in this module is to prepare individuals, positioned in leadership positions within the education ecosystem and with good ideas about how to improve the performance of education in the United States, to strategically launch and scale their good ideas to produce significant changes in the education sector. The task of this module is to enhance individual agency in seeking large, complex social change. The primary question of this module is: How can individuals with power, influence and good ideas increase the impact and scale of their ideas to a level that registers as significant in the sector, and thereby in the lives of students, and communities?

Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Not Available for Cross Registration

---

Education L200AY Section: 1

Ed.L.D. Second Year Core Leadership Seminar: Driving Change (205893)

Elizabeth City

2025 Fall (2 Credits)

Schedule:

F 0930 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This module is the part of an exploration on driving change that students continue during spring semester. It is designed to prepare second-year Ed.L.D. students to think and act strategically in order to make educational change for the better, both within the contexts of third-year Ed.L.D. residencies and beyond. We will use a variety of texts and learning modalities to explore the challenge of putting in practice aspirational goals and applying theoretical frameworks in the ambiguous contexts of political, interest-driven, and often culturally-resisting organizations. We will highlight the complex factors and forces in driving and opposing change and not shy away from how "messy" these examples are, as there is much to learn from both challenges and successes. We will explore the very real challenges – operational, organizational, psychological, strategic, political, messaging, internal, external – that confront actors trying to make and deliver change in the educational space. We will also examine the Ed.L.D. capstone as a genre to support leadership practice and learning.

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	readings
HGSE: Competencies	analyze arguments
HGSE: Content	system-level leadership
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	think strategically
HGSE: Competencies	write a research/analytic paper
All: Cross Reg Availability	Not Available for Cross Registration

---

Education L200BY Section: 1

Ed.L.D. Second Year Core Leadership Seminar: Driving Change (205894)

Margarita Ruiz

2026 Spring (2 Credits)

Schedule:

F 0930 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Change is a complex process, requiring leaders who understand its stages and ways to overcome obstacles and seize opportunities to achieve outcomes. In this course, second year Ed.L.D. students will explore how effective change management strategies can be used to generate support and momentum at all levels of an organization. From setting benchmarks to communicating more effectively, you will gain tools to build goodwill and keep all constituents moving toward a common mission.

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students. Class times listed in the catalog are approximate; check the Ed.L.D. master calendar for specific meeting times. L200, L201 and L203 alternate during the Friday Core Seminar time block (9 a.m.-12 p.m., with a few select sessions beginning at 8 a.m. or meeting at special times as designated).

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education L203AY Section: 2

Second-Year Practicing Leadership: Peer and Pod Coaching (203701)

Candice Crawford-Zakian

Lisa Lahey

Mo Sook Park

2025 Fall (2 Credits)

Schedule:

F 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

We are living in a time of rapid change. The continuous emergence of novel complex challenges in organizational life poses an increased need for agile, effective leadership practices that can consider implications to the whole of an organizational system, even when addressing singular problems.

When it comes to exercising effective leadership and productively navigating the complexity of our modern times, the hidden yet felt socio-organizational dynamics are often the most impactful, yet the least understood aspect of organizational life. While, Year 1 (L104) of PLIO focuses on building awareness and critical skill sets at the individual and interpersonal levels, Year 2 (L203), zooms out to the broader organizational landscape in order to deepen our conceptualization and applications of critical capacities needed to understand what is happening at all levels of the system (Intrapersonal, Interpersonal, Group as a Whole, Intergroup, & Inter-Organizational).

In this year-long course, Ed.L.D. students will iteratively practice a set of methods for analyzing the socio-organizational dynamics in organizations their impact on the exercise of leadership and uses of authority. Students will practice applying a select set of concepts from Systems Psychodynamics to their own leadership cases while continuing to fortify their learnings from Year 1 PLIO (L104). Through the introduction of peer coaching methods and additional peer consultation frameworks, students will continue to identify and expand upon a set of personal best practices to carry forward in their Year 3 residency and beyond.

Year 2 PLIO (L203) engages Ed.L.D. students in the following set of inquiries;

- How might we deepen our understanding of the impact of hidden dynamics that slow progress within the organizations that we work at multiple levels of the system?
- How might we determine which types of tools are needed when to exercise impactful leadership and mobilize others towards meaningful change?
- How can I design a personal theory of action that helps me navigate complex organizational dynamics that can elicit strong emotional and somatic reactions in a manner that is personally sustainable?
- What specific personal liabilities and assets are currently present in me and what actions do I need to take in order to develop an enhanced practice that allows me to show up well in a manner that aligns with my values?
- How can I leverage the brilliance and various view points of my professional peers to further my continued developmental growth and how can I return that support in kind?
- How can we continue to build a community of learning within the Ed.L.D. ecosphere during Year 3 residency and beyond?

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students. No audits are permissible. Class times listed in the catalog are approximate; check the Ed.L.D. master calendar for specific meeting times.

Requirements:

Must be a Doctor of Education Leadership Student or have permission

of the instructor

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	coaching
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	leadership
HGSE: Pedagogy	multimedia texts

---

Education L203BY Section: 1

Second-Year Practicing Leadership: Groups & Organizations (203703)

Candice Crawford-Zakian

Lisa Lahey

Mo Sook Park

2026 Spring (2 Credits)

Schedule:

F 0130 PM - 0430 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

We are living in a time of rapid change. The continuous emergence of novel complex challenges in organizational life poses an increased need for agile, effective leadership practices that can consider the whole of an organizational system. When it comes to exercising effective leadership and productively navigating the complexity of our modern times, the hidden yet felt socio-organizational dynamics are often the most impactful, yet the least understood aspect of organizational life.

Year 1 (L104) of PLIO focuses on building our awareness on the individual and interpersonal level. In Year 2 (L203), build on that work while also zooming out to the broader organizational landscape in order to deepen our understanding and practice the skills needed to understand what is happening at all levels of the system (Intrapersonal, Interpersonal, Group as a Whole, Intergroup, & Inter-Organizational). Students will iteratively practice a set of basic, introductory level methods for analyzing the socio-organizational dynamics and applying select concepts from Systems Psychodynamics to their own leadership cases in order to broaden the scope of action options they are able to consider in their leadership practices.

Additionally, L203 is designed to provide ample opportunities to practice the concepts covered in L104. Students will continue to fortify their learnings about individual and interpersonal leadership interventions through the introduction of peer coaching methods and expanded peer consultation methods.

Year 2 PLIO (L203) engages Ed.L.D. students in the following set of inquiries;

- How might we deepen our understanding of the impact of hidden dynamics that slow progress within the organizations that we work at multiple levels of the system?

- How might we determine which types of tools are needed when to exercise impactful leadership and mobilize others towards meaningful change?
- How can I design a personal theory of action that helps me navigate complex organizational dynamics that can elicit strong emotional and somatic reactions in a manner that is personally sustainable?
- What specific personal liabilities and assets are currently present in me and what actions do I need to take in order to develop an enhanced practice that allows me to show up well in a manner that aligns with my values?
- How can I leverage the brilliance and various view points of my professional peers to further my continued developmental growth and how can I return that support in kind?
- How can we continue to build a community of learning within the Ed.L.D. ecosphere during Year 3 residency and beyond?

Permission of instructor required. Enrollment is limited to second-year Ed.L.D. students. No audits are permissible. Class times listed in the catalog are approximate; check the Ed.L.D. master calendar for specific meeting times.

**Requirements:** Enrollment in this course requires completion of L203AY.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	collaborate
HGSE: Competencies	leadership
HGSE: Content	coaching
HGSE: Pedagogy	peer learning
HGSE: Content	group dynamics
HGSE: Pedagogy	multimedia texts
HGSE: Content	leadership
All: Cross Reg Availability	Not Available for Cross Registration

Education L300 Section: 1

Ed.L.D. Residency 1 (203677)

Margarita Ruiz

2025 Summer (8 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This required course corresponds with Ed.L.D. students' engagement in the Summer component (July-August) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their Capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on Capstone components.

Permission of instructor required. Enrollment is limited to Ed.L.D. students engaged in their third-year residency.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education L301 Section: 1

Ed.L.D. Residency 2 (203678)

Margarita Ruiz

2025 Fall (16 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

30

This required course corresponds with Ed.L.D. students' engagement in the Fall semester component (September-December) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on capstone components.

Permission of instructor required. Enrollment is limited to Ed.L.D. students engaged in their third-year residency.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education LCH101 Section: 01

Leading Change (218494)

Uche Amaechi

2025 Fall (2 Credits)

Schedule:

F 0830 AM - 1030 AM

F 0800 AM - 1230 PM

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers

**Class Notes:** Leading Change will meet on the following days:

Friday, September 5

Friday, September 12

Friday, September 19

Friday, September 26

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Thursday, September 4 at 11:59 pm EDT, and approval is dependent on space. Drop requests must be received by the Fall 1 drop deadline, Wednesday, September 15 at 11:59 pm EDT.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	social contexts
HGSE: Content	organizations
HGSE: Content	culture
HGSE: Content	decision-making
HGSE: Content	system-level leadership
HGSE: Competencies	build partnership
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	case-method learning
HGSE: Content	group dynamics
HGSE: Content	identity
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	engage in difficult conversations

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Content	adult development
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	team-based learning
Blue Course Evaluations	LCH
HGSE: Content	psychology
HGSE: Content	teams
HGSE: Content	values
HGSE: Content	leadership

## Education LCH101 Section: 02

Leading Change (218494)

Monica Higgins

2025 Fall (2 Credits)

Schedule:

F 0830 AM - 1030 AM

F 0800 AM - 1230 PM

Instructor Permissions:      Instructor

Enrollment Cap:      85

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers

Class Notes:

Leading Change will meet on the following days:

Friday, September 5

Friday, September 12

Friday, September 19

Friday, September 26

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Thursday, September 4 at 11:59 pm EDT, and approval is dependent on space. Drop requests must be received by the Fall 1 drop deadline, Wednesday, September 15 at 11:59 pm EDT.

## Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	adult development
HGSE: Content	leadership
HGSE: Pedagogy	peer learning
HGSE: Content	relationships
HGSE: Competencies	collaborate
HGSE: Competencies	think strategically
HGSE: Content	group dynamics
HGSE: Pedagogy	team-based learning
HGSE: Competencies	engage in difficult conversations
HGSE: Content	psychology
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	values
HGSE: Content	culture
HGSE: Content	identity
HGSE: Content	system-level leadership
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	build partnership
HGSE: Content	organizations
HGSE: Content	decision-making
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	LCH
All: Cross Reg Availability	Not Available for Cross Registration

Education LCH101 Section: 04

Leading Change (218494)

Uche Amaechi

2025 Fall (2 Credits)

Schedule:

F 0200 PM - 0400 PM

F 0130 PM - 0600 PM

Instructor Permissions:      Instructor      Enrollment Cap:      85

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will

work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers

Class Notes:

Leading Change will meet on the following days:

Friday, September 5

Friday, September 12

Friday, September 19

Friday, September 26

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Thursday, September 4 at 11:59 pm EDT, and approval is dependent on space. Drop requests must be received by the Fall 1 drop deadline, Wednesday, September 15 at 11:59 pm EDT.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	relationships
HGSE: Content	group dynamics
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	psychology
HGSE: Content	values
HGSE: Content	identity
HGSE: Pedagogy	case-method learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	think strategically
HGSE: Content	adult development
HGSE: Content	system-level leadership
HGSE: Pedagogy	online and blended learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	teams
HGSE: Content	culture
HGSE: Content	decision-making
Blue Course Evaluations	LCH
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	build partnership
HGSE: Content	social contexts
HGSE: Content	organizations
HGSE: Pedagogy	simulation/role play
HGSE: Content	leadership
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing

---

## Education LCH101 Section: 06

Leading Change (218494)

Angela Jackson

2025 Fall (2 Credits)

Schedule:

F 0200 PM - 0400 PM

F 0130 PM - 0600 PM

Instructor Permissions: Instructor Enrollment Cap: 57

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers

Class Notes: Leading Change will meet on the following days:

Friday, September 5

Friday, September 12

Friday, September 19

Friday, September 26

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Thursday, September 4 at 11:59 pm EDT, and approval is dependent on space. Drop requests must be received by the Fall 1 drop deadline, Wednesday, September 15 at 11:59 pm EDT.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social contexts
HGSE: Content	teams
HGSE: Content	values
HGSE: Content	decision-making
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	case-method learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	culture

Attribute	Value(s)
HGSE: Pedagogy	peer learning
Blue Course Evaluations	LCH
HGSE: Content	relationships
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collaborate
HGSE: Content	organizations
HGSE: Content	system-level leadership
HGSE: Competencies	build partnership
HGSE: Content	psychology
HGSE: Content	group dynamics
HGSE: Content	identity
HGSE: Content	leadership
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	think strategically
HGSE: Content	adult development
HGSE: Pedagogy	reflective writing

## Education LCH101 Section: 07

Leading Change (218494)

Frank Barnes

2025 Fall (2 Credits)

Schedule:

F 0200 PM - 0400 PM

F 0130 PM - 0600 PM

Instructor Permissions: Instructor Enrollment Cap: 70

Leading Change is a Foundations offering that is designed to help students learn how to lead change in organizations, teams, and systems so that they can effect positive change in the larger education sector. This foundational experience will provide learning experiences, concepts, and tools about dynamic change-leadership approaches. A distinctive element of this course is the focus on teaming. Change efforts are rarely done by individual leaders who come in as heroes to "save" a school, venture, or system. Rather, leaders must work collaboratively, often in or through teams, to effect change. Therefore, teams and collaborative work are central to this Foundations course. Leading Change seeks to help students understand how to drive change at multiple levels – the micro or individual level, the meso or team level, the macro or organization level, and the meta or system level. Students will engage in varied activities to consider change at each of these levels. To examine issues at the meta and macro levels, students will engage in two case discussions that examine organizational and system-level change. To focus on change at the meso level, students will work in teams in a simulated team-based exercise, gaining feedback on their performance both as individuals and in teams. To explore the micro level, students will engage in a self-reflection exercise to consider areas for personal growth and development as change agents. The course ends with an action planning session to help students prepare to apply their learning to future coursework and the next stage of their careers

Class Notes:

Leading Change will meet on the following days:  
 Friday, September 5  
 Friday, September 12  
 Friday, September 19  
 Friday, September 26

Students may request to add or drop this course by emailing [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). Add requests must be received by Thursday, September 4 at 11:59 pm EDT, and approval is dependent on space. Drop requests must be received by the Fall 1 drop deadline, Wednesday, September 15 at 11:59 pm EDT.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
Blue Course Evaluations	LCH
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	social contexts
HGSE: Content	system-level leadership
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	build partnership
HGSE: Content	teams
HGSE: Content	decision-making
HGSE: Pedagogy	reflective writing
HGSE: Competencies	think strategically
HGSE: Content	culture
HGSE: Competencies	engage in difficult conversations
HGSE: Content	organizations
HGSE: Content	group dynamics
HGSE: Content	identity
HGSE: Pedagogy	case-method learning
HGSE: Content	psychology
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	relationships
HGSE: Content	values
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning

Education S010B Section: 1

Designing Surveys and Questionnaires: Principles and Methods (180850)

Joseph McIntyre

2026 Spring (2 Credits)

Schedule:

M 0430 PM - 0545 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Questionnaires are among the most common data collection methods that educational researchers and other social scientists employ. Thus, surveys wield tremendous impact on the data based decision making that increasingly permeates our educational system and in society more broadly. Yet producing high-quality survey measures is not a straightforward task. Survey designers must choose between open ended, ranking, or rating items; between asking questions or posing statements for respondents to agree/disagree with; how

many response options to offer; and the organizational logic of their survey. Empirical studies exist to guide each of these choices and maximize the quality of the data collected. This course will familiarize students with the steps and procedures that are essential to developing high quality surveys. The major topics of the course include defining constructs; creating items and item wording; response anchors; organizing, ordering, and formatting surveys; and bolstering response rates. The course is not designed to cover sampling procedures, analysis of survey data, or interviewing. As a final project, students will design a short questionnaire.

Prerequisites: none, though successful completion of S-012 or S-040 is strongly encouraged.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Content	foundational quantitative methods
HGSE: Competencies	design a survey instrument
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	problem sets
HGSE: Content	descriptive statistics
HGSE: Content	research methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion

---

Education S012 Section: 01

Introduction to Statistics for Educational Research (180854)

Hadas Eidelman

2025 Fall (4 Credits)

Schedule:

T 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

60

The HOW: The S-012 experience engages us in building a supportive course community where we all learn from one another. In place of more traditional pre-work such as reading chapters or articles, we will instead use videos (filmed by the instructor specifically for this course) and interactive opportunities for practice as preparation for each class meeting. This will allow us to use our time together to explore statistical topics in a deeply engaged and participatory format. Throughout the course, we will focus not only on the methods themselves but on why and how their use can represent a powerful tool for enacting change. We will emphasize the summarizing and presentation of statistical results for multiple audiences. Our focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research, to become both critical consumers and ethical producers of quantitative work.

The WHAT: This course covers the basic principles of elementary statistics, providing a good foundation for students intending to do further course work and research involving the use of statistical analyses. We will cover both continuous and categorical data analysis, with topics including: basic descriptive measures; comparisons between groups; hypothesis testing; correlation; and techniques for analyzing categorical data. 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. We will use Stata as our statistical software in this course. There will be multiple assignments -- some to be completed individually, some with a partner -- involving data analysis and reporting of research results, as well as a final project.

The MONDAY SECTION: While the whole class meets together on Tuesdays, students are also expected to attend one 75-minute smaller-group section led by a Teaching Fellow on Mondays. Final assignment of section times will not be done on my.harvard during enrollment, but rather will be coordinated by the teaching team after enrollment has occurred.

Class Notes: Outside of lecture time students will be required to attend an additional session to be scheduled after enrollment begins.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Competencies	understand data
HGSE: Content	data analysis
HGSE: Competencies	collaborate
HGSE: Competencies	code scripts/software
HGSE: Competencies	build partnership
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	analyze quantitative data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Content	foundational quantitative methods
HGSE: Content	research methods
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	experiential learning

Education S013A Section: 1

Arts and Learning Proseminar (223866)

Louisa Penfold

Raquel Jimenez

2025 Fall (0 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What is the role of the arts in education? How do our professional interests and visions intersect with the broader challenges, opportunities, and debates within arts education? How can we leverage our A&L learnings from our time at HGSE to advocate and advance the practice of arts education now and into the future? Through guest presentations, field trips, arts workshops, and class discussions, you will undertake a year-long inquiry project on a topic of your choosing, referred to as your 'A&L Research Question. This class also complements other core courses in the Arts and Learning concentration by providing space for you to analyze current issues in arts education and contribute to meaningful debates about the roles of the arts across a wide range of educational settings, including schools, community spaces, museums, and online platforms.

Class Notes:

This course will meet from 12:00-1:15pm on the following dates:

- Wednesday, September 3
- Wednesday, September 17
- Wednesday, October 1
- Wednesday, October 15
- Wednesday, October 29
- Wednesday, November 12

Requirements: Sub plan must be Arts and Learning

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	collaborate
HGSE: Competencies	analyze arguments
HGSE: Content	arts
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically

---

Education S013B Section: 01

Arts and Learning Proseminar (223867)

Raquel Jimenez

Louisa Penfold

2026 Spring (2 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course is a required component of the Arts and Learning concentration experience. Students will attend bi-weekly gatherings featuring guest presentations from leaders in the field, visits to local arts organizations, and peer-led workshops. This class complements other core courses in the Arts and Learning concentration by providing space for students to analyze current issues in arts education and contribute to meaningful debates about the roles of the arts across a wide range of educational settings, including schools, community spaces, museums, and online platforms. As members of the course, students will explore the terrain of contemporary arts education and learn to situate their perspectives, and learnings, within a larger community of practice. Enrollment is limited to members of the Arts and Learning concentration.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments

---

Education S022 Section: 1

Introduction to Statistical Computing and Data Science in Education (180857)

Luke Miratrix

2026 Spring (4 Credits) Schedule: T 0130 PM - 0415 PM  
Instructor Permissions: None Enrollment Cap: n/a

This course focuses on applying modern data science and machine learning tools to real-world datasets in education. We first teach tools for exploring new datasets in order to identify patterns, make predictions from flexible models, and visualize data in ways that communicate complex associations. We also expand on the core conceptual building blocks taught in S-40 to provide more flexible approaches to estimation and inference, with a particular focus on the bootstrap. Throughout, we will learn statistical computing in R, an increasingly important skill in the modern, data-driven era. By the end of the course, students will be able to independently analyze data of various types, carrying a project from getting the data ready for analysis to creating technical reports of one's findings. Topics covered include classification and regression trees, random forests, regularized regression, cross-validation, data wrangling, model selection, bootstrapping, and data visualization. While we assume foundational statistical knowledge, we do not assume any initial familiarity with statistical computing or the R language. Students interested in getting started with learning R before the course starts should contact the instructor.

Prerequisites: S-040 or equivalent (linear regression and statistical inference), or by permission.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	problem sets
HGSE: Content	statistics
HGSE: Content	research methods
HGSE: Content	classroom instruction
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	code scripts/software
HGSE: Content	descriptive statistics
HGSE: Content	advanced quantitative methods
HGSE: Competencies	analyze quantitative data
HGSE: Content	data analysis

Education S030 Section: 01

Intermediate Statistics for Educational Research: Applied Linear Regression (180858)

Hadas Eidelman

2026 Spring (4 Credits)                      Schedule: T 1030 AM - 1145 AM  
Instructor Permissions:    Instructor      Enrollment Cap: n/a

The HOW: The S-030 experience engages us in building a supportive course community where we all learn from one another. In place of more traditional pre-work such as reading chapters or articles, we will instead use videos (filmed by the instructor specifically for this course) and interactive opportunities for practice as preparation for each class meeting. This will allow us to use our time together to explore statistical topics in a

deeply engaged and participatory format. Throughout the course, we will focus not only on the methods themselves but on why and how their use can represent a powerful tool for enacting change. We will emphasize the summarizing and presentation of statistical results for multiple audiences. Our focus will be on understanding how to use and interpret linear regression modeling to become both critical consumers and ethical producers of quantitative work.

**The WHAT:** This course goes in-depth through a set of quantitative methods referred to as the general linear model -- regression, correlation, analysis of variance -- to address various questions in education, psychology, and social science research. Examples of research questions we will be addressing are: How do children's demonstrations of separation distress relate to their age? Do mandatory seat belt laws save lives? Which animal has the most massive brain, relative to their body mass? and many more. We will learn statistical analysis by doing statistical analysis. Building on the basic principles of elementary statistics (the content of S-012 or equivalent), we will begin with the simple linear regression model. We'll then utilize its mechanisms to fit models that address increasingly sophisticated research questions. As we progress, we'll learn to fit models that can accommodate: multiple predictors; transformations to address non-linearity; dichotomous and polychotomous predictors (both ordinal and nominal); statistical interactions; and quadratic relationships. We'll include a heavy emphasis on the substantive interpretation and communication of results. We will use Stata as our statistical software in this course. There will be multiple assignments -- some to be completed individually, some with a partner -- where students will address a variety of research questions through scaffolded analysis of real datasets, as well as a final project presentation.

**The MONDAY SECTION:** While the whole class meets together on Tuesday mornings, students are also expected to attend one 75-minute smaller-group section led by a Teaching Fellow on Mondays. Final assignment of section times will not be done on my.harvard during enrollment, but rather will be coordinated by the teaching team after enrollment has occurred.

Permission of instructor required. Enrollment procedure will be posted on the course website.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	collaborate
HGSE: Content	statistics
HGSE: Pedagogy	peer learning
Blue Course Evaluations	ALL
HGSE: Competencies	code scripts/software
HGSE: Content	foundational quantitative methods
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	develop research questions
HGSE: Content	data analysis
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	analyze quantitative data
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	team-based learning
HGSE: Competencies	understand data
HGSE: Competencies	create data visualizations
HGSE: Competencies	build partnership

Attribute	Value(s)
HGSE: Content	research methods
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	lab sessions

Education S032A Section: 1

Research Synthesis and Meta-Analysis (218724)

James Kim

## 2026 Spring (2 Credits)

## Schedule:

MWF 0900 AM - 1200 PM

## Instructor Permissions:      Instructor

### Enrollment Cap:

n/a

The goal of this course is to prepare students to conduct a quantitative research synthesis using a powerful methodological tool called meta-analysis. In a seminal article published in 1976 in *Educational Researcher*, Gene Glass defined meta-analysis (i.e., "an analysis of analyses") as the "statistical analysis of a large collection of analysis results from individual studies for the purpose of integrating findings" (p. 3). Because meta-analysis is a statistical method, I will assume that you have taken a course on regression analysis and understand the foundational principles of sampling, inference, and hypothesis testing. S32A is an applied methods course. As such, I will emphasize conceptual understanding of statistical models rather than mathematical theory.

This course has three goals. First, you will learn a step-by-step procedure for conducting a meta-analysis that addresses important causal and correlational questions in education research. Second, you will learn how to apply meta-analytic methods using available software (Excel, STATA, R) and how their application affects empirical findings. Third, you will complete a final project that advances your professional goals. You will either (1) replicate and extend a published meta-analytic study or (2) critique and evaluate two published meta-analyses on a common topic

Limited enrollment. Students should have successfully completed a course (e.g., S030, S040, or equivalent) that covers the foundational principles of inference, hypothesis testing, and regression analysis. Bear in mind that this course is designed for (a) current doctoral students and (b) masters students who are likely to pursue doctoral studies and are interested in launching an independent program of research.

## Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/7/2026.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	research methods
HGSE: Competencies	analyze quantitative data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning

Education S040 Section: 1

Introductory and Intermediate Statistics for Educational Research: Applied Linear Regression (180864)

Joseph McIntyre

2025 Fall (4 Credits)

Schedule:

T 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or evaluate the analyses of others. This course will cover the basic principles of quantitative data analysis and is roughly comparable in content to the full-year S-012/S-030 course sequence in applied regression and data analysis. Students will examine real data gathered to address questions in educational, psychological, and social research settings, becoming acquainted with basic descriptive statistics, tabular and graphical methods for displaying data, the notion of statistical inference, and analytic methods for exploring relationships with both categorical and continuous measures. These topics will provide students with a solid foundation for addressing research questions through statistical modeling using simple and multiple linear regression. There will be an emphasis on applying the statistical concepts learned in this course--in particular, how to: (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the techniques to work appropriately; (4) interpret analytic results; (5) summarize the findings effectively; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses will be an integral part of the course. There will be several problem sets involving the core concepts covered in class as well as several take-home assignments and a final project involving data analysis and the interpretation and reporting of research results.

Students are expected to attend two 75-minute class meeting a week: one main section meeting on Tuesday and one small group meeting on Thursday. There are two identical sections of S040: section 1 on Tuesday from 12:00P.M. - 1:15P.M. ET and section 2 on Tuesday from 4:30PM to 5:45PM. ET. Please be sure to enroll in the section for the time that works best for you. Students enrolling in either section must also choose one of two small group meeting times during enrollment: small group 1 on Thursday from 12:00PM – 1:15P.M. ET or small group 2 on Thursday from 4:30P.M. – 5:45P.M. ET. Students enrolling in this course must meet during both their section time on Tuesday and their small group time on Thursday each week.

No prior data analytic experience is required, but a working knowledge of basic algebra (GRE-level mathematics) is assumed, and some previous exposure to introductory statistics is advantageous.

Recommended for most first-year Ph.D. students and any Ed.M. students wishing to enroll in a spring semester course that requires S-030 or S-040 as a prerequisite, such as S-052 or A-164. Please consult with the instructor if you have any questions about whether S-040 is right for you.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	descriptive statistics
HGSE: Pedagogy	peer learning
HGSE: Competencies	develop research questions
HGSE: Content	research methods
HGSE: Pedagogy	research project
HGSE: Pedagogy	lab sessions
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collaborate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	understand data
HGSE: Content	data analysis
HGSE: Competencies	make a presentation
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	analyze quantitative data

Attribute	Value(s)
HGSE: Content	statistics
HGSE: Pedagogy	lecture
HGSE: Pedagogy	problem sets
HGSE: Pedagogy	team-based learning
HGSE: Competencies	create data visualizations
HGSE: Competencies	code scripts/software
HGSE: Content	foundational quantitative methods

## Education S040 Section: 2

Introductory and Intermediate Statistics for Educational Research: Applied Linear Regression (180864)

Joseph McIntyre

2025 Fall (4 Credits)	Schedule:	T 0430 PM - 0545 PM
Instructor Permissions: None	Enrollment Cap:	n/a

Often when quantitative evidence is being used to answer questions, scholars and decision-makers must either analyze empirical data themselves or evaluate the analyses of others. This course will cover the basic principles of quantitative data analysis and is roughly comparable in content to the full-year S-012/S-030 course sequence in applied regression and data analysis. Students will examine real data gathered to address questions in educational, psychological, and social research settings, becoming acquainted with basic descriptive statistics, tabular and graphical methods for displaying data, the notion of statistical inference, and analytic methods for exploring relationships with both categorical and continuous measures. These topics will provide students with a solid foundation for addressing research questions through statistical modeling using simple and multiple linear regression. There will be an emphasis on applying the statistical concepts learned in this course--in particular, how to: (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the techniques to work appropriately; (4) interpret analytic results; (5) summarize the findings effectively; and (6) produce publication-style visual displays of results. Because quantitative skills are best learned through practice, computer-based statistical analyses will be an integral part of the course. There will be several problem sets involving the core concepts covered in class as well as several take-home assignments and a final project involving data analysis and the interpretation and reporting of research results.

Students are expected to attend two 75-minute class meeting a week: one main section meeting on Tuesday and one small group meeting on Thursday. There are two identical sections of S040: section 1 on Tuesday from 12:00P.M. - 1:15P.M. ET and section 2 on Tuesday from 4:30PM to 5:45PM. ET. Please be sure to enroll in the section for the time that works best for you. Students enrolling in either section must also choose one of two small group meeting times during enrollment: small group 1 on Thursday from 12:00PM – 1:15P.M. ET or small group 2 on Thursday from 4:30P.M. – 5:45P.M. ET. Students enrolling in this course must meet during both their section time on Tuesday and their small group time on Thursday each week.

No prior data analytic experience is required, but a working knowledge of basic algebra (GRE-level mathematics) is assumed, and some previous exposure to introductory statistics is advantageous. Recommended for most first-year Ph.D. students and any Ed.M. students wishing to enroll in a spring semester course that requires S-030 or S-040 as a prerequisite, such as S-052 or A-164. Please consult with the instructor if you have any questions about whether S-040 is right for you.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	create data visualizations
HGSE: Content	foundational quantitative methods
HGSE: Competencies	understand data
HGSE: Competencies	develop research questions
HGSE: Content	data analysis
HGSE: Competencies	collaborate
HGSE: Pedagogy	lecture
HGSE: Pedagogy	team-based learning
HGSE: Competencies	analyze quantitative data
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Content	research methods
HGSE: Pedagogy	problem sets
HGSE: Competencies	make a presentation
HGSE: Pedagogy	peer learning
HGSE: Competencies	code scripts/software
HGSE: Pedagogy	research project
HGSE: Pedagogy	lab sessions
All: Cross Reg Availability	Available for Harvard Cross Registration

## Education S043 Section: 1

Multilevel and Longitudinal Models (180865)

Luke Miratrix

2025 Fall (4 Credits)

Schedule:

TR 0300 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

Data often have structure that needs to be modeled explicitly. For example, when investigating students' outcomes we need to account for the fact that students are nested inside classes that are in turn nested inside schools. If we are watching students grow, we need to account for the dependence of measurements across time. If we do not account for such structure, our inferences will tend to be wrong. We also lose the opportunity to understand variation across time or groups and make more insightful inferences. This course provides an overall framework, the multilevel and generalized multilevel (hierarchical) model, for thinking about and analyzing these forms of data. We will also deeply investigate specific versions of these tools for the most common forms of longitudinal and clustered data. We focus on applied work, using real data sets and the statistical software R. R will be specifically taught and supported. While the primary focus will be on continuous outcomes, we will also discuss binary, categorical, and ordinal outcomes. We will emphasize how to think about the applicability of the methods studied, how they might fail, and what one might do to protect oneself in such circumstances. Applications of hierarchical (multi-level) models will include the canonical specific cases of random-slope, random-intercept, mixed effect, crossed effect, marginal, and growth-curve models. We will also touch upon econometric approaches such as cluster-robust fixed effect models. We end with a final project; this can include thesis or research work.

Prerequisites: S-052, Stat 139, or an equivalent.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Content	descriptive statistics
HGSE: Content	data analysis

Attribute	Value(s)
HGSE: Pedagogy	lecture
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	code scripts/software
HGSE: Competencies	analyze arguments
HGSE: Content	research methods
HGSE: Content	advanced quantitative methods
HGSE: Pedagogy	project-based learning
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	analyze quantitative data
HGSE: Content	statistics
HGSE: Competencies	make a presentation
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	lab sessions
HGSE: Competencies	write a research article
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	develop research questions

## Education S052 Section: 01

Intermediate and Advanced Statistical Methods for Applied Educational Research (180866)

Melanie Rucinski

2025 Fall (4 Credits)

Schedule:

TR 1030 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap: n/a

This course is designed for those who want to extend their data analytic skills beyond a basic knowledge of multiple regression analysis and practice communicating their findings clearly to audiences of researchers, practitioners, and policymakers. S-052 contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess to perform sensible analyses of complex educational, psychological, and social data. The course begins by reviewing multivariate linear regression and continues with program evaluation, multilevel modeling, measurement, multivariate methods, and generalized linear models. Specific techniques covered include regression discontinuity, difference-in-differences, fixed and random effects modeling, reliability estimation, and principal components analysis. S-052 is an applied course. It offers conceptual explanations of statistical techniques and provides many opportunities to implement and interpret statistical analysis, including through statistical coding in either R or Stata.

Prerequisites: Successful completion of S-040 or equivalent course covering applied regression analysis through multivariate regression and interaction terms.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	write a research/analytic paper
HGSE: Content	foundational quantitative methods
HGSE: Content	causal reasoning
HGSE: Pedagogy	lab sessions
HGSE: Competencies	collaborate
HGSE: Competencies	write a research article

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	lecture
HGSE: Competencies	develop research questions
HGSE: Content	statistics
HGSE: Content	research methods
HGSE: Content	advanced quantitative methods

Education S052 Section: 01

Intermediate and Advanced Statistical Methods for Applied Educational Research (180866)

Melanie Rucinski

2026 Spring (4 Credits)

## Schedule:

TR 1030 AM - 1115 AM

Instructor Permissions: None

Enrollment Cap: n/a

This course is designed for those who want to extend their data analytic skills beyond a basic knowledge of multiple regression analysis and practice communicating their findings clearly to audiences of researchers, practitioners, and policymakers. S-052 contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess to perform sensible analyses of complex educational, psychological, and social data. The course begins by reviewing multivariate linear regression and continues with program evaluation, multilevel modeling, measurement, multivariate methods, and generalized linear models. Specific techniques covered include regression discontinuity, difference-in-differences, fixed and random effects modeling, reliability estimation, and principal components analysis. S-052 is an applied course. It offers conceptual explanations of statistical techniques and provides many opportunities to implement and interpret statistical analysis, including through statistical coding in either R or Stata.

Prerequisites: Successful completion of S-040 or equivalent course covering applied regression analysis through multivariate regression and interaction terms.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Content	descriptive statistics
HGSE: Content	statistics
HGSE: Pedagogy	problem sets
HGSE: Competencies	use quantitative-research software
HGSE: Competencies	write a research article
HGSE: Competencies	create data visualizations
HGSE: Pedagogy	lab sessions
HGSE: Content	foundational quantitative methods
Blue Course Evaluations	ALL
HGSE: Content	advanced quantitative methods
HGSE: Content	causal reasoning
HGSE: Pedagogy	team-based learning
HGSE: Competencies	develop research questions
HGSE: Competencies	collaborate

Attribute	Value(s)
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	data analysis
HGSE: Content	research methods
HGSE: Competencies	analyze quantitative data

Education S057 Section: 01

## Making Data Count (216680)

## Carrie Conaway

2026 Spring (4 Credits)

## Schedule:

TR 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap: 55

\*Lottery Enrollment Course\* Data can be a compelling inspiration and guide for action in education. But too often the power of data is lost because we ask the wrong questions, share facts instead of stories, ignore or misuse existing research, or work within an organizational culture that doesn't promote learning. In this course, students will learn how to address all of these challenges. They will learn how to use theories of action to develop strong research questions about diagnosis, implementation, and impact; how to tell a verbal and visual story with data; how to frame numbers to inspire change; and how to strengthen the conditions for learning in organizations. This course complements introductory and advanced statistics courses by building skills in communicating with data and applying it to social challenges. It is appropriate for students who anticipate doing analytical or organizational improvement work in future roles or who will manage or lead such staff.

Prerequisites: one semester of statistics (S012 or equivalent) are required.

**Class Notes:** Attendance is mandatory and required to maintain enrollment in this course. Students who are enrolled or wait-listed and do not attend the first day of class will be dropped from the course.

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	understand data
HGSE: Competencies	write a policy memo
HGSE: Content	strategic planning
HGSE: Pedagogy	project-based learning
HGSE: Content	organizations
HGSE: Content	statistics
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	make policy recommendations
HGSE: Competencies	create data visualizations
HGSE: Content	process improvement
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	think strategically
Blue Course Evaluations	All

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop research questions
HGSE: Competencies	analyze quantitative data
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
HGSE: Content	program evaluation
HGSE: Limited Enrollment	XREG Allowed

Education S090A Section: 1

Latent Variable Analysis: Structural Equation Modeling (180880)

Dana McCoy

2026 Spring (2 Credits) Schedule: MTWRF 0900 AM - 1030 AM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course introduces students to the core methods of structural equation modeling (SEM), a class of statistical analysis that flexibly handles complex relationships between and amongst latent and observed variables. In addition to exploring the basic tenets of SEM and how it differs from other regression approaches, topics to be covered in this course include path analysis, mediation, exploratory and confirmatory factor analysis, and assessment and comparison of model fit. As this is an introductory course, there will be a primary focus on non-nested, cross-sectional, continuous variables. Emphasis of this course will be on the practical applications of SEM and latent variable techniques to address relevant questions in education, human development, and the social sciences more broadly. Course lectures, readings, and assignments will reflect this applied focus, and will help students to develop appropriate analytic plans and interpret results in addition to teaching them how to conduct analyses using R (and, as appropriate, Mplus or Stata) software.

Permission of instructor required. Enrollment is limited. Prerequisites: S-052 or at least two semesters of applied statistics. This course complements S-061, and students may enroll in these courses in any order.

**Class Notes:** Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/6/2026.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	problem sets
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Pedagogy	peer learning
HGSE: Content	descriptive statistics
HGSE: Content	advanced quantitative methods
HGSE: Competencies	write a research article
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	develop research questions
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze quantitative data
HGSE: Content	assessment
HGSE: Pedagogy	lab sessions

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software
HGSE: Content	statistics
HGSE: Competencies	analyze arguments
HGSE: Content	data analysis

---

## Education S090A2 Section: 1

Latent Variable Analysis (Part II): Applied Workshop in Structural Equation Modeling (180881)

Dana McCoy

2026 Spring (2 Credits)

Schedule:

T 1030 AM - 1230 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The Applied Workshop in Structural Equation Modeling (SEM) is designed as an opportunity for students to apply the methods learned in S090A1 to their own data in a structured and supportive way. At the end of the course, the aim is for students to have completed the methods and results sections of a publishable empirical paper using at least one SEM approach. To achieve this goal, the course will be structured as a series of small group meetings that will help students to develop their research question(s), identify appropriate statistical methods, apply these methods using R (or, as appropriate, Mplus or Stata), describe the results of analysis and their underlying assumptions, and answer the research questions using substantive interpretation. Special topic lectures and published article critiques will also be used to deepen students' knowledge.

Permission of instructor is required. Enrollment is limited. Prerequisites: S090A1. Students in this workshop are required to have their own dataset ready for analysis prior to the start of the course.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use quantitative-research software
HGSE: Pedagogy	project-based learning
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	peer learning
HGSE: Competencies	write a research article
HGSE: Competencies	analyze quantitative data
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	create data visualizations
HGSE: Content	assessment
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	statistics
HGSE: Content	advanced quantitative methods
HGSE: Competencies	develop research questions
HGSE: Content	descriptive statistics
HGSE: Content	data analysis
HGSE: Content	research methods
HGSE: Pedagogy	research project

---

## Education S105 Section: 01

Philosophy of Education -- The Right to an Open Future (180883)

Catherine Elgin

2025 Fall (4 Credits)

Schedule:

M 0830 AM - 1000 AM

Instructor Permissions: None

Enrollment Cap: n/a

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, Dewey, and Feinberg. Two papers are required.

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

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	peer learning
HGSE: Competencies	synthesize readings
HGSE: Content	ethics
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	deliver a lesson
HGSE: Content	social justice

### Education S121 Section: 1

But is it Art? -- Technology, Ecology, and Art (180887)

Catherine Elgin

2025 Fall (4 Credits)

Schedule:

T 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap: n/a

Explore the intersection of technology, ecology and art to investigate the evolving nature and purposes of art. Is AI art really art? Is the algorithm that generated the work the artist, or is it merely a tool that a human artist uses? Virtual reality art uses computers to generate interactive environments that enable immersive experiences. Are the virtual environments art? Who/what is the artist? Does the participant qualify as a collaborating artist, since the experience is a product of the interaction between the participant and the environment? What of natural environments? Might someone frame a bit of nature in such a way that it can be experienced as art? Who or what is the artist then? Should art foster entertainment, understanding, enlightenment? How does education for the arts help us to address such questions?

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	synthesize readings
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	field-based visit(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	philosophy
HGSE: Pedagogy	peer learning
HGSE: Content	arts
HGSE: Content	technology

---

## Education S290 Section: 1

Applied Causal Inference in Education Research (180895)

Eric Taylor

2026 Spring (4 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The focus of this seminar is applied econometric methods for answering causal questions. The course is organized around several common strategies in applied causal inference: experiments, difference-in-differences, event studies, regression discontinuity, instrumental variables, conditional independence arguments, etc. The primary goal of the course is to develop skills for producing academic papers with convincing causal claims. The convincingness of a causal claim depends on several inputs which will be themes of the course: statistical methods, social science theory, institutional details, logical reasoning, good writing, etc.

Enrollment is limited to Ph.D. students except by permission of instructor. 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.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

---

## Education S309 Section: 1

Practice-Based Research in Arts Learning (220686)

Louisa Penfold

2025 Fall (2 Credits)

Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Practice can be understood as 'what we do' as artists and arts educators. It involves patterns of behavior, thought, and values that construct the conditions for teaching, learning, and experimentation. Furthermore, power structures such as class, race, and gender influence and shape our understanding of arts practices, as well as their role in educational systems. Practice-based research opens up opportunities for deep thinking around the decisions we make and the assumptions we hold with the aim of transforming practices so they are more equitable, effective, and socially just. This course introduces the methodology of practice-based research as an orientation for producing educational practices. Students will explore strategies for planning, facilitating, and reflecting on 'what we do' to generate new perspectives and ways of working with communities. We will also explore different qualitative and arts-based methods that can be incorporated into research projects. Through group discussions, readings, guest presentations, and case study analysis of schools and cultural organizations, students will gain a rigorous understanding of this methodology.

What research strategies can we use to better understand and transform arts education practices? What modes of knowing are utilized in the arts? What ethical considerations are connected to practice-based research? How do different power structures limit/open up possibilities for creative inquiry? How can we share our research findings with broader communities?

Students' activities in this module will be focused on designing and conducting a small-scale, inquiry-driven research project on a topic of their choosing. Weekly workshops will be run as 2 x 1 hour 20 min sessions on Monday and Wednesday mornings in Fall 2. Any student is welcome to join this class; you do not necessarily need to have a background in the arts. Students from other schools are welcome to apply to the instructor for permission to enroll.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Competencies	conduct an interview
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	discussion sections
HGSE: Competencies	diagnose complex problems
HGSE: Content	research methods
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collect quantitative data
HGSE: Competencies	create data visualizations
HGSE: Competencies	analyze qualitative data
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design an intervention
HGSE: Content	data analysis
HGSE: Pedagogy	research project
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop research questions
HGSE: Content	arts
HGSE: Content	evaluation
HGSE: Competencies	make a presentation

#### Education S311 Section: 01

Contemporary Art in Early Childhood (220693)

Louisa Penfold

2025 Fall (4 Credits)

Schedule:

M 0430 PM - 0545 PM

T 0200 PM - 0400 PM

Instructor Permissions: Instructor Enrollment Cap: 27

\*Lottery-Based Enrollment\* This course examines the potential of modern and contemporary art in young children's learning today. We will explore the history of visual art in childhood theories, including Froebel, Montessori, Reggio Emilia, as well as its positioning in public school curriculum in the United States today. What contribution do the arts make to early childhood education? How can the experimental practices of contemporary artists and designers be used to support children's learning? How can we evaluate children's learning through art? How can we challenge the euro-centric canon of art history to position diverse contemporary artists as central in education? Each week we will engage in a 1-hour 15-minute theoretical workshop in which we will discuss, debate, and reflect on education theories outlined in the readings and make connections with the overarching course questions. You will then participate in a 2-hour studio workshop in which you will learn about contemporary artists, experiment with art materials, and explore 'pedagogical curation' - a strategy that can be used to design learning environments that connect contemporary art practices and children's play. This strategy includes practical steps for sourcing materials, researching artists, and scaffolding learning through the selection of materials, tools, vocabulary, and

techniques. Through group discussions, readings, art museum visits, and hands-on making, students will gain a rigorous understanding of innovative theories and practices for integrating contemporary art into early childhood education. The course also features guest presentations from artists, curators, and early childhood experts who will share case studies from the field. This course is ideal for graduate students studying the Early Childhood and Arts and Learning concentrations.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	deliver a lesson
HGSE: Pedagogy	field-based project
HGSE: Pedagogy	curriculum-design project
HGSE: Content	arts
HGSE: Content	classroom instruction
HGSE: Pedagogy	experiential learning
HGSE: Competencies	develop curriculum
HGSE: Content	museums
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	early childhood
HGSE: Pedagogy	project-based learning
HGSE: Content	informal learning
HGSE: Pedagogy	design thinking
HGSE: Competencies	design a lesson
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	reflective writing

---

Education S312 Section: 1

Practices in Community Art (223869)

Raquel Jimenez

2026 Spring (2 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

25

Community artmaking practices play an integral role in strengthening the field of education. For nearly a hundred years, community arts organizations have provided a context for investigating local cultural concerns, amplifying place-based creativity and knowledge production, and affirming meaningful traditions—activities that are all vital to the pursuit of a culturally sustaining education. Students in this course will build on these propositions to found and steward HGSE's Community Art Commission, a student organization responsible for leading participatory arts education experiences at HGSE. In doing so, students will gain familiarity with a broad range of community arts organizing tasks, from learning design and public engagement to project management and documentation. To support these activities, students will draw on the theoretical foundations of community-based art and education while working with peers in a highly collaborative, hands-on learning environment to develop and test their evolving ideas about the goals, methods, and mechanisms of community arts education. This course will equip students with deepened understandings about how arts practices can support the holistic aims of education and with hands-on leadership and learning design experience.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Content	community
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	think strategically
HGSE: Content	strategic planning
HGSE: Competencies	collaborate
HGSE: Content	instructional design
HGSE: Content	arts
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	team-based learning
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	project-based learning

#### Education S345A Section: 1

Youth Culture and Arts Education (226813)

Raquel Jimenez

2026 Spring (2 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

There is widespread agreement in education that schools must engage young peoples' cultural experiences as resources for learning and fulfilling the promise of education in a pluralistic democracy. School leaders, policymakers, and researchers understand that diverse learners come to school with funds of knowledge that differ from the cultural logics upon which schools are founded—and view youth culture as a strategy for supporting greater equity in education. Arts education has a vital, if underutilized, role to play in realizing this educational vision. Through the arts, we engage in symbolic practices to make sense of our experiences, sustain our sense of connection to our communities, and allow us to imagine and enact self-defined futures. In this course, we will engage with theoretic readings, current events, and active discussion to think expansively about the role of the arts in supporting youth culture, creativity, and civic engagement. Ultimately, this course is intended to equip students with deepened understandings about the roles of the arts in young peoples' lives, and with background knowledge to think critically about the affordances and challenges inherent in supporting youth culture through arts education.

#### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

#### Education S370 Section: 1

Transformative Leadership in Arts & Learning: Centering Justice and Collective Action (223014)

Marian Brown

2025 Fall (2 Credits)

Schedule:

F 0300 PM - 0530 PM

Instructor Permissions: None

Enrollment Cap:

40

\*Lottery-based Enrollment\* This course examines systems leadership and collective action in creating and

sustaining equitable [arts] leadership praxis. We will explore core facets of creative justice, emergent strategy, systems leadership, and collective action, applying them to historical and present ideologies and definitions of leadership. Learners will examine their taught and embodied definitions of leadership, working towards both collective and personal definitions that apply to their life and work.

Guiding questions include: Who has traditionally defined what a "leader" is and looks like? What does leadership mean to me? Where are these beliefs and definitions rooted? What can we learn from collective (and collectivist) leadership models? How does leadership inform justice and equity? What aspects of leadership do I want to learn, stretch and grow into?

Through group discussions, readings, and multi-modal learning labs, students will gain a rigorous understanding of innovative theories and practices in equitable leadership, and arts management, at large. The course will also feature arts and culture sector leaders sharing from the field. This course is ideal for graduate students who are currently, or aspire to be, [arts and culture] leaders.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	arts
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	community
HGSE: Content	leadership
HGSE: Pedagogy	team-based learning
HGSE: Content	nonprofits
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	field-based learning
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	E&O Electives
HGSE: Content	accountability
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	peer learning
HGSE: Competencies	leadership
HGSE: Content	critical theory
HGSE: Content	career development
HGSE: Content	diversity equity inclusion

---

#### Education S501Y Section: 01

Researching in Community: Intergenerational Participatory Action Research for Educational Justice (180926)

Gretchen Brion-Meisels

2025 Fall (4 Credits)

Schedule:

R 0300 PM - 0545 PM

Instructor Permissions:      Instructor

Enrollment Cap:

33

Critical participatory action research (CPAR) is a form of critical, collective inquiry that provides youth and adults with opportunities to identify concerns that impact their lives, to gather and analyze data about these issues, and to take collective action to create more just communities. Described by Michele Fine & María Elena Torre (2019) as, "research rooted in politics, power, participation, and a deep appreciation of knowledge, created in conditions of oppression and mobilized for social action," CPAR projects are rooted in

the teachings of popular education, democratic participation, and critical/feminist theories. Coming together around a common concern, CPAR researchers strive to name and explore the different ways in which positionality, context, and power impact their findings. There is a growing body of evidence that schools, community-based organizations, educators, and adolescents themselves are nurtured by benefit from this form of inquiry.

This course will provide students with an introduction to CPAR in school and community settings by immersing students in the process itself. We will begin by looking at theoretical and empirical arguments about the importance of critical, collective, intergenerational inquiry, as well as different frameworks for engaging in this work. We will then explore three broad contexts in which intergenerational collective inquiry often occurs: (1) school-based reform initiatives; (2) arts-based social justice initiatives; and (3) community-based intergenerational organizing. Finally, we will engage in the CPAR process, partnering with community-based folk to design and implement a critically oriented research study. The course will provide students with hands-on experience in study design, research, and youth development.

S501Y must be taken along with S502Y as an 8-credit, yearlong course. All students will partner with a group of young people in a school or community-based organization to complete a critical participatory action research project. This class prioritizes rigorous self-reflection as a pedagogical practice; students should expect to explore their own identities and ways of knowing both individually and in community. Similarly, this course centers on critically oriented, community-based research methods; students should be interested in explicitly engaging a power analysis in their work.

Permission of instructor required. Enrollment is limited to 30. Students enrolled at HGSE given preference. All interested students should attend course previews and/or contact the instructor to obtain an application for the course. The application will ask you to share information about your prior work with children/adolescents (e.g. teaching/youthwork) and your prior experience with research (although research experience is not required). It will also ask you to reflect on prior cross-cultural experiences and the ways in which your own identity may impact your work in communities. (All students who apply to take the course will be notified about their enrollment status 24 hours after the application deadline.)

Students who enroll in the course will be expected to engage in a yearlong research project in collaboration with community- or school-based youth and/or adult partners who are interested in studying an aspect of equity/inequity within their community. This work will require local travel to school or community sites. Projects will be pre-identified (by the teaching team) and community-based partners will become semi-regular members of our classroom community.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	improve teaching practice
HGSE: Competencies	build partnership
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	lecture
HGSE: Content	relationships
HGSE: Pedagogy	field-based project
HGSE: Competencies	develop research questions
HGSE: Competencies	collaborate
HGSE: Content	qualitative research
HGSE: Content	community
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Competencies	practice equity and inclusion

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Content	research methods
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	peer learning
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Competencies	facilitate group process
HGSE: Content	critical theory
HGSE: Content	social justice
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	civic engagement
HGSE: Content	curriculum development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	engage in difficult conversations
HGSE: Content	action research
HGSE: Content	risk prevention/intervention

## Education S502Y Section: 01

Researching in Community: Intergenerational Participatory Action Research for Educational Justice (216676)

Gretchen Brion-Meisels

2026 Spring (4 Credits)

Schedule:

R 0300 PM - 0545 PM

Instructor Permissions: Instructor

Enrollment Cap: 30

Critical participatory action research (CPAR) is a form of critical, collective inquiry that provides youth and adults with opportunities to identify concerns that impact their lives, to gather and analyze data about these issues, and to take collective action to create more just communities. Described by Michele Fine & Maria Torre (2019) as, "research rooted in politics, power, participation, and a deep appreciation of knowledge, created in conditions of oppression and mobilized for social action," CPAR projects are rooted in the teachings of popular education, democratic participation, and critical/feminist theories. Coming together around a common concern, CPAR researchers strive to name and explore the different ways in which positionality, context, and power impact their findings. There is a growing body of evidence that schools, community-based organizations, educators, and adolescents themselves are nurtured by benefit from this form of inquiry.

This course will provide students with an introduction to CPAR in school and community settings by immersing students in the process itself. We will begin by looking at theoretical and empirical arguments about the importance of critical, collective, intergenerational inquiry, as well as different frameworks for engaging in this work. We will then explore three broad contexts in which intergenerational collective inquiry often occurs: (1) school-based reform initiatives; (2) arts-based social justice initiatives; and (3) community-based intergenerational organizing. Finally, we will engage in the CPAR process, partnering with community-based folk to design and implement a critically oriented research study.

S501Y and S502Y must be taken together as an 8-credit, yearlong course. All students will partner with a community-based organization or group of community members to complete a critical participatory action research project. This class prioritizes rigorous self-reflection as a pedagogical practice; students should

expect to explore their own identities and ways of knowing both individually and in community. Similarly, this course centers on critically oriented, community-based research methods; students should be interested in explicitly engaging a power analysis in their work.

Permission of instructor required. Students may not enroll in S502 unless they have completed S501 during the fall semester.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	create data visualizations
HGSE: Content	critical theory
HGSE: Content	community
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	collect qualitative data
HGSE: Competencies	build partnership
HGSE: Pedagogy	team-based learning
HGSE: Content	action research
HGSE: Content	civic engagement
HGSE: Content	qualitative research
HGSE: Content	social justice
HGSE: Pedagogy	field-based project
HGSE: Competencies	collaborate
HGSE: Content	relationships
HGSE: Content	curriculum development
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	reflective writing
Blue Course Evaluations	ALL
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Pedagogy	peer learning
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	facilitate group process
HGSE: Limited Enrollment	LIMITED ENROLLMENT

---

Education S504 Section: 01

Introduction to Qualitative Research (180927)

Irene Liefshitz

2025 Fall (4 Credits)

Schedule:

M 0115 PM - 0400 PM

Instructor Permissions:      Instructor

Enrollment Cap:

n/a

This introductory course supports doctoral students in gaining familiarity and experience with the foundational theories and methods characteristic of qualitative research. Students explore the basic mechanics of qualitative research, as well as ways in which forms of qualitative research are fundamentally grounded in theories of knowledge, theories of the social world, and traditions of practice. Emphasis is placed on the conceptual and empirical decisions underlying various iterative and interacting facets of

qualitative inquiry such as: articulating a researchable problem, the development of research questions, collecting data, creating data analytic techniques, analyzing data, considering threats to validity, and communicating findings in professional genres of scholarship. Throughout the course, we will pay attention to the ongoing ethical decisions and relationships that qualitative researchers engage as they conceptualize, design, and conduct research.

Permission of instructor required. Enrollment is limited to 1st year Ph.D. students, who are required to take this course. To waive this requirement, please follow the Doctoral Programs Office procedures.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Pedagogy	discussion sections
HGSE: Content	culture
HGSE: Content	research methods
HGSE: Limited Enrollment	LIMITED ENROLLMENT

---

Education S508 Section: 1

Methods of Research in the History of Education (180930)

Julie Reuben

2026 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

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

Permission of the instructor required. Enrollment is limited; however, in most years all interested students have been able to enroll. Please send an email to [julie\\_reuben@harvard.edu](mailto:julie_reuben@harvard.edu) if you want to enroll but cannot attend the information session during shopping period. Jointly offered in the Faculty of Arts and Sciences as History 2350.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Competencies	write a research article
HGSE: Pedagogy	research project

---

Education S510F Section: 1

Qualitative Research Methods in Practice (205892)

Liz Duraisingh

2025 Fall (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap: n/a

What does the process of conducting qualitative research look like? How can qualitative research tools and approaches be incorporated into everyday practice? How does one craft research questions, collect and analyze data, and make appropriate claims about findings? This introductory module is designed for those who are interested in incorporating qualitative research techniques or dispositions into their work as practitioners, as well as for students considering future careers in research. It does not presuppose prior experience or familiarity with qualitative research methods. The module follows a workshop-style format and involves working in small groups.

No prerequisites.

Class Notes: Class will meet every other week starting on 9-11. There will be an additional class meeting on Wednesday 12-3 for final presentations.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	research ethics
HGSE: Content	data analysis
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	research project
HGSE: Competencies	collaborate
HGSE: Content	research methods
HGSE: Content	ethics
HGSE: Competencies	analyze qualitative data
HGSE: Content	qualitative research
HGSE: Competencies	develop research questions
HGSE: Competencies	collect qualitative data
HGSE: Pedagogy	lecture

---

Education S510M Section: 01

Qualitative Research Seminar (218856)

Irene Liefshitz

2026 Spring (2 Credits)

Schedule:

M 0130 PM - 0300 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course provides a faculty-led collaborative learning experience for students in the data collection, data analysis, and/or narrative composition phases of a qualitative research project. Seminar members will engage in a workshop-style seminar where we take turns discussing the dilemmas of our works-in-progress, offer feedback and constructive critique, and enrich our qualitative research skills and knowledge. Seminar members could bring in drafts of interview protocols, observation protocols or other data collection instruments; transcripts of interviews, field notes, or interpretive memos; samples of coded texts, tentative outlines, draft diagrams, or tables; and drafts of any portion of a research narrative (article, dissertation chapter, etc.) or talk/presentation. In addition to sharing their work, seminar members will be asked to provide a focus for the feedback they want and/or a clear articulation of the dilemma(s) to resolve. Course members commit to thoroughly engaging with colleagues' work, preparing feedback and questions to provoke further thinking, and reflecting on processes that help collective and individual learning.

Pre-requisite: Students must be currently in the data collection, data analysis, and/or narrative composition phases of a qualitative research project and eager for a cooperative, critical, and reflective learning community.

Note: PhD students who have previously taken this course may take it one more time for credit. Enrollment preference, however, will be given to those who have not yet taken the course. Enrollment limited to 15.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education S513 Section: 1

Introduction to Qualitative Program and Policy Evaluation (205528)

Lynne Sacks

2026 Spring (4 Credits)

Schedule:

M 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Why is an intervention that was successful in a pilot program faltering in the broader rollout? What are the enablers of and barriers to implementing a new statewide policy? What are the strengths and limitations of a mentoring program? How can we ensure the voices and lived experiences of those whom a program serves are reflected in evaluation? Qualitative research, either as a sole methodology or in tandem with quantitative research, often plays a central role in education program evaluation and policy development. While quantitative research can show whether there is a relationship between programs and outcomes, it cannot answer why or how, or offer insight into the process of implementation. This course will provide students with a comprehensive introduction to qualitative program and policy evaluation and is appropriate both for consumers and producers of research. Class time will include a mix of discussion, group activities and short lectures. A key element of the course will be a group research project conducted in partnership with an organization or government agency.

No prerequisites. No prior experience with qualitative research required. Both master's and doctoral students are welcome to take this course as well as students at other Harvard graduate schools.

## Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	team-based learning
Blue Course Evaluations	ALL
HGSE: Competencies	use qualitative-research software
HGSE: Content	evaluation
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education S515 Section: 01

Emancipatory Inquiry: Listening, Learning, and Acting for Social Change (205604)

Aaliyah El-Amin

2025 Fall (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

19

Throughout history, individuals, scholars, social justice movements, and social justice organizations have leveraged disciplined inquiry or research to highlight untold stories, illuminate goodness, expose systems of power and colonialism, and offer pathways to greater justice and freedom. Yet, we often do not provide educators or doctoral students with research methodology training oriented to these aims, even though research frameworks that prioritize justice-based action are particularly critical in our current global context. Nor do we offer educators in the field or doctoral students with research methodology training beyond those traditionally accepted in the Western Canon.

Grounded in Critical Theory, with an emphasis on feminist theory, queer theory, disability theory, Black Crit, and decolonial theory, this survey course aims to introduce all educators (teaching artists, teachers, school leaders, counselors, and educators working in non-profit organizations) and doctoral students to a strand of qualitative research approaches that fall under the broad umbrella of emancipatory research. These collective ways of exploring questions and gathering knowledge seek to explicitly address power, inequalities, and injustice and prioritize the human interactions in research-based inquiry. Overall, emancipatory research approaches ask: How do we engage in research in ways that center relationships, elevate agency, and consider power dynamics? How are we attentive to who and what is included/excluded in research? How do we expand what is considered knowledge and who generates it? Finally, emancipatory research approaches seek to ensure that any information gathered is used to advance a more just society. Through practice-based and exploratory model, this course will cover the following methodologies: arts-based inquiry, narrative inquiry/storytelling, walking methodologies, and critical community-based/participatory action research. Ultimately, this course seeks to overview the theoretical foundations and practical steps of emancipatory research approaches to knowledge creation and knowledge sharing. As a final project, students will either complete an original inquiry project investigating a justice-oriented question rooted using the philosophies or methods of the course or write a proposal for an inquiry project they hope to complete in the future.

Permission of instructor and application required. Enrollment is limited to 19. The enrollment procedure will be posted on the course website. This course fulfills the Equity & Opportunity (E&O) Foundations for those students who have chosen E&O as one of their Foundations experiences in 2025-26.

## Class Notes:

## Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	qualitative research
All: Cross Reg Availability	Available for Harvard Cross Registration

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	collaborate
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Content	teachers
HGSE: Pedagogy	project-based learning
HGSE: Content	action research
HGSE: Pedagogy	experiential learning
HGSE: Content	research methods
HGSE: Pedagogy	reflective writing
HGSE: Content	social justice
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	research project
HGSE: Competencies	conduct an interview
HGSE: Competencies	E&O Electives
HGSE: Content	critical theory
HGSE: Competencies	analyze qualitative data
HGSE: Pedagogy	small-group discussion

## Education S527 Section: 1

Ethnographic Methods (180940)

Gabrielle Oliveira

2025 Fall (4 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This seminar explores the epistemology, conduct, and politics of ethnographic fieldwork. Along with engaging several classic and contemporary texts, seminar members will collect, analyze, and wrestle with ethnographic data. In service to the seminar's broad goals, members will engage in various stages of the ethnographic process: gaining access to a research site or population, taking field notes, conducting and transcribing interviews, and engaging in preliminary analyses of their data. We will also discuss the challenges of entering, being in, and leaving the field. The seminar is therefore designed for students who are willing to engage in focused, hands-on training on ethnographic theory and practice. To best take advantage of what this seminar has to offer, members are urged to come in with a preliminary sketch of a research plan that they would be ready to either directly study in the field or explore through field exercises. This will be a working seminar with members sharing field notes and experiences from the field as well as offering advice and constructive criticism at various stages of the process. This course structure requires a high level of responsibility, respect, and risk-taking among all members.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	use qualitative-research software
All: Cross Reg Availability	Available for Harvard Cross Registration

## Education S570 Section: 1

Logics of Research Design: How to Ask an Interesting Question and Get a Defensible Answer (180959)

Jal Mehta

2026 Spring (4 Credits)

Schedule:

TBD

Instructor Permissions: Instructor

Enrollment Cap:

25

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.

Permission of instructor required. Enrollment is limited. Prerequisite: Students must show they are serious about creating a research proposal. While this course is listed with other qualitative/historical methods courses, students using any research methods who are interested in broader questions of research design are welcome.

#### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education S576Y Section: 1

Writing a Publishable Paper II (203685)

Heather Hill

2025 Fall (2 Credits)

Schedule:

F 0900 AM - 1115 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

This module is second in a series designed to help HGSE doctoral students write publishable papers. To reach this goal, this course combines applied research methods—including research design and data analysis, with a particular interest in the qualitative tradition—with supervised support for developing students' academic writing. Class sessions will focus on: (1) developing and sharpening research questions; (2) conducting and writing the literature review; (3) reviewing research design and data collection procedures; (4) writing the methods section for the paper; and (5) writing the results section and conclusion to the paper. Other topics will include building professional knowledge, including about how to choose journals, the journal review process, whether/when to attend conferences. Finally, we will devote a portion of every class to the writing process. To receive credit for S-575Y and S-576Y, the finished paper must be submitted to a journal.

Permission of instructor required. Limited to Ph.D. students. Prerequisites: suitable topic; willingness to receive and give critical feedback. Interested students are strongly encouraged to contact Professor Hill via email ([heather\\_hill@gse.harvard.edu](mailto:heather_hill@gse.harvard.edu)) to express interest before applying. S-576Y may not be taken without prior enrollment in S-575Y. Enrollment procedure will be posted on the course website.

Requirements:

Enrollment in this course requires completion of S575.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods
HGSE: Competencies	write a research article

Education S576Y Section: 2

## Writing a Publishable Paper II (203685)

Heather Hill

2026 Spring (2 Credits)

## Schedule:

F 0900 AM - 1130 AM

Instructor Permissions:      Instructor

### Enrollment Cap:

15

This module is second in a series designed to help HGSE doctoral students write publishable papers. To reach this goal, this course combines applied research methods—including research design and data analysis, with a particular interest in the qualitative tradition—with supervised support for developing students' academic writing. Class sessions will focus on: (1) developing and sharpening research questions; (2) conducting and writing the literature review; (3) reviewing research design and data collection procedures; (4) writing the methods section for the paper; and (5) writing the results section and conclusion to the paper. Other topics will include building professional knowledge, including about how to choose journals, the journal review process, whether/when to attend conferences. Finally, we will devote a portion of every class to the writing process. To receive credit for S-575Y and S-576Y, the finished paper must be submitted to a journal. Permission of instructor required. Limited to Ph.D. students. Prerequisites: suitable topic; willingness to receive and give critical feedback. Interested students are strongly encouraged to contact Professor Hill via email ([heather\\_hill@gse.harvard.edu](mailto:heather_hill@gse.harvard.edu)) to express interest before applying. S-576Y may not be taken without prior enrollment in S-575Y. Enrollment procedure will be posted on the course website.

Requirements: Enrollment in this course requires completion of S575.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	write a research article
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	research methods

Education S585 Section: 1

Found Questionable: Identifying and Refining Research Questions (224904)

Sebastian Munoz-Najar Galvez

2025 Fall (4 Credits)

## Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course guides students through the initial steps of designing a research project; from research interest to research question. Students will learn how to define empirical puzzles—those that ask why a social situation is the way it is—and use them to formulate theoretical puzzles that address broader issues. Students will practice iteratively refining the scope of their research questions by systematically collecting and organizing background information on a social situation of interest. This practice will benefit students who wish to develop and refine research questions for a current or future project (e.g., research paper,

dissertation proposal, field statement, research agenda, etc.).

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

Education S800 Section: 01

Ph.D. in Education Proseminar (180976)

Sarah Dryden-Peterson

2025 Fall (4 Credits)

Schedule: M 1000 AM - 1145 AM  
W 1000 AM - 1200 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This is the one course all PhD students in Education must take. It is an intensive seminar designed to enable all first-year Ph.D. in Education students to describe, analyze, and assess key questions, texts, ideas, and approaches to educational scholarship. The goal is to provide students an intellectual foundation for developing their understandings about the field of education, who they are as researchers and educators, and who their community will be as they learn more about both over the whole PhD program. We will pay particular attention to the multidisciplinary nature of much educational research, how individual disciplines and theoretical traditions approach educational questions in complementary or contrasting ways, and what roles educational research plays in policy and practice. The course will also attend to the interaction of normative, epistemological, methodological, and empirical dimensions of research. In addition to engaging with a body of knowledge and skills that can support them in their work as education doctoral students and researchers, students will have opportunities to connect the intellectual lenses that we explore collectively in the seminar to their more specific research questions, and to share their individual experiences and expertise with the cohort.

Permission of instructor required. Required for, and limited to, first year students enrolled in the Ph.D. in Education Program.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Req Availability	Available for Harvard Cross Registration

Education S801 Section: 01

Culture, Institutions, and Society Core Seminar (180977)

Bianca Baldridge

2026 Spring (4 Credits)

Schedule: W 0145 PM - 0415 PM

### Instructor Permissions:

Enrollment Cap: n/a

This seminar will expose students to major strands of theory and research in culture, society, organizations, and institutions as they connect to education. Drawing on key theoretical and empirical readings in education, sociology, political science, history, anthropology, and organizational behavior, students will explore key issues such as the role of education in society, the interplay between structure and agency, the persistence of inequality and the potential to disrupt it, and the educational experiences of individuals and

groups. In a collaborative learning community, students will develop broad and deep knowledge of their field of study, situate their developing research interests and motivations, and engage with each other as critical readers, writers, and thinkers.

Enrollment is limited to Ph.D. candidates in the Culture, Institutions, and Society concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research proposal
HGSE: Content	diversity equity inclusion
HGSE: Content	immigration
Blue Course Evaluations	ALL
HGSE: Pedagogy	research project
HGSE: Competencies	develop research questions
All: Cross Reg Availability	Not Available for Cross Registration

---

Education S802 Section: 01

Human Development, Learning, and Teaching Core Seminar (180978)

Nancy Hill

2026 Spring (4 Credits)

Schedule:

W 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The Human Development, Learning, and Teaching (HDLT) core seminar will offer students the opportunity for in-depth exploration of fundamental topics and tensions that relate to the seminar and context of developmental change and learning and teaching. Students in this seminar will identify cross-cutting themes related to learning and development, with the goal of providing theoretical grounding and deepening of knowledge in individual students' areas of interest, as well as an introduction to the broader landscape of learning and development as is essential for scholars who will need to situate their own interests within a larger field. The course will allow for small group discussion of classic and more recent research, while simultaneously developing professional and practical skills for presenting, discussing, and conducting scientific research. Drawing on the expertise of HDLT-affiliated faculty, students will grapple with core issues related to learning, development, and teaching, including: questions of mental representation and the cognitive processes that support learning, the acquisition of language and literacy, causal reasoning and epistemic trust, the development of intuitive theories, understanding of mathematics and science, the development of social-emotional processes, memory, and executive function, and factors such as play, natural pedagogy, and early home environments that shape learning and development.

Permission of instructor required. Required for, and limited to, first-year doctoral students in Human Development, Learning, and Teaching concentration.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	early childhood
HGSE: Content	social development
HGSE: Pedagogy	peer learning
Blue Course Evaluations	ALL
HGSE: Competencies	think strategically
HGSE: Content	adolescent development
HGSE: Content	metacognition
HGSE: Content	learning and teaching

Attribute	Value(s)
HGSE: Content	cognitive development
HGSE: Pedagogy	experiential learning
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	develop research questions
HGSE: Pedagogy	online and blended learning
HGSE: Competencies	write a research article
HGSE: Content	adult development
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	make a presentation
HGSE: Content	language and literacy
HGSE: Content	developmental psychology
HGSE: Content	emotional development
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	write a research proposal
HGSE: Competencies	write a literature review
HGSE: Content	career development
HGSE: Content	learning differences
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	team-based learning
HGSE: Competencies	debate
HGSE: Competencies	collaborate
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	facilitate group process
HGSE: Competencies	analyze arguments
HGSE: Content	psychology
HGSE: Content	child development
HGSE: Content	neuroscience
HGSE: Content	motivation
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	classroom instruction

## Education S803 Section: 1

Education Policy and Program Evaluation Core Seminar (180979)

Susan Dynarski

2025 Fall (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This seminar will expose students to major theories, analytic approaches, and conclusions from the study of policy formation, implementation, and effectiveness in the domains of early childhood, K-12, and postsecondary education, in the United States and internationally. Broadly, the seminar will address three main topics: (1) the social, political, and economic context in which education policy is developed and implemented; (2) the education policy process, from formation to implementation and evaluation; and (3) the evaluation of education policies. While the seminar will not offer formal training in evaluation methods, it will address issues such as potential criteria for program success, the value of evaluations of implementation in addition to those focused on causal impacts on outcomes, and the role of research evidence in the policymaking process. The seminar will also expose students to key findings from evaluations of policies in key areas. A substantial portion of the seminar will consist of case studies of specific policy reforms (e.g.,

Head Start, No Child Left Behind).

Required for and limited to first-year Ph.D. students in the Education Policy and Program Evaluation concentration.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education S804 Section: 1

Reading Time for Comprehensive Examination (180980)

Luke Miratrix

2026 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

Permission of instructor required.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education S815Y Section: 01

Doctoral Colloquium (213606)

Luke Miratrix

2025 Fall (1 Credits) Schedule: M 1145 AM - 0115 PM

Instructor Permissions: None Enrollment Cap: n/a

The Doctoral Colloquium brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. The colloquium addresses salient topics and includes presentations of work-in-progress and completed work on topics of mutual and interdisciplinary interests.

First- and second-year Ph.D. in Education students are required to register for the colloquium. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are also encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from the instructor before enrolling.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education S816Y Section: 1

Doctoral Colloquium (213607)

Luke Miratrix

2026 Spring (1 Credits) Schedule: M 1200 PM - 0115 PM

Instructor Permissions: None

Enrollment Cap: n/a

The Doctoral Colloquium brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. The colloquium addresses salient topics and includes presentations of work-in-progress and completed work on topics of mutual and interdisciplinary interests.

First- and second-year Ph.D. in Education students are required to register for the colloquium. Enrollment and active participation is strongly encouraged in later years, as well. Doctoral students in other programs (Ed.D., Ed.L.D., or Ph.D. students in other fields) are encouraged to enroll and participate. Non-HGSE doctoral students must secure permission from the instructor before enrolling.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop research questions
HGSE: Content	research methods
HGSE: Content	evaluation
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze arguments
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	lecture
HGSE: Content	data analysis

---

Education S980A Section: 1

TTL Field Experience (224932)

Rosette Cirillo

2025 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 150-500 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

**Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.

**Inquiry:** Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.

**Growth:** Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.

**Professionalism:** Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through

presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S980A Section: 2

TTL Field Experience (224932)

Eric Soto-Shed

2025 Fall (4 Credits)

Schedule: TBD

## Instructor Permissions:      Instructor

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 150-500 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

**Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.

Inquiry: Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.

Growth: Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.

**Professionalism:** Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Req Availability	Not Available for Cross Registration

Education S980A Section: 3

TTL Field Experience (224932)

Noah Heller

2025 Fall (4 Credits)

Schedule: TBD

Instructor Permissions:      Instructor

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are

provided with a rich, immersive experience in a school environment. This course requires a commitment of between 150-500 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

**Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.

Inquiry: Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.

**Growth:** Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.

**Professionalism:** Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S980A Section: 4

TTL Field Experience (224932)

Victor Pereira

2025 Fall (4 Credits)

Schedule: TBD

### Instructor Permissions:

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 150-500 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

**Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.

**Inquiry:** Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.

Growth: Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.

**Professionalism:** Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	field-based learning
HGSE: Content	classroom instruction
All: Cross Req Availability	Not Available for Cross Registration

Education S980B Section: 1

TTL Field Experience (224933)

Rosette Cirillo

2026 Spring (4 Credits)

Schedule: TBD

Instructor Permissions:  Instructor

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 400-600 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

- Equity: Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.
  - Inquiry: Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.
  - Growth: Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.
  - Professionalism: Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education S980B Section: 2

TTL Field Experience (224933)

Eric Soto-Shed

2026 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 400-600 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

- **Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.
- **Inquiry:** Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.
- **Growth:** Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.
- **Professionalism:** Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education S980B Section: 3

TTL Field Experience (224933)

Noah Heller

2026 Spring (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 400-600 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create

intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

- Equity: Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.
  - Inquiry: Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.
  - Growth: Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.
  - Professionalism: Teacher candidates will be prepared to demonstrate dedication to the profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S980B Section: 4

TTL Field Experience (224933)

Victor Pereira

## 2026 Spring (4 Credits)

Schedule: TBD

### Instructor Permissions:

Enrollment Cap: 30

In the Teaching and Teacher Leadership (TTL) program's Field Experience course, Teacher Candidates are provided with a rich, immersive experience in a school environment. This course requires a commitment of between 400-600 hours per semester in a practicum school, depending on the Teacher Candidate's chosen pathway. The Field Experience course is designed to foster meaningful learning opportunities, with a focus on leading a classroom and understanding the dynamics of a school environment. It aims to create intentional, bidirectional connections between the field experience and TTL coursework, enabling Teacher Candidates to build their teaching knowledge and skills, reflect on their practice, and prepare to lead impactful anti-oppressive learning environments that are culturally and linguistically supportive for all students. Grounded in the TTL Indicators for Effective Teaching, the Field Experience Objectives include:

- **Equity:** Teacher candidates will be prepared to promote a caring learning environment and recognize, respond to and redress bias and inequities in their classroom, school, and beyond.
  - **Inquiry:** Teacher candidates will be prepared to create opportunities for students to engage in deeper learning, authentic questioning and problem solving.
  - **Growth:** Teacher candidates will be prepared to grow through sustained self-reflection, engagement with theory and research, and response to feedback.
  - **Professionalism:** Teacher candidates will be prepared to demonstrate dedication to the

profession by upholding ethical standards, consistently exhibiting commitment to their students and schools through presence and preparedness, interacting with care and thoughtfulness towards TTL and practicum colleagues, and respecting and following professional protocols in all communications.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	classroom instruction
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Pedagogy	field-based learning

---

Education S997 Section: 1

Field Experience (180985)

Members of the Faculty

2025 Fall (2 Credits) Schedule: T 0730 AM - 0830 AM

Instructor Permissions: Instructor Enrollment Cap: 35

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Class Notes: This course meets as a group on the first Tuesday of every month from 7:30-8:30am.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	decision-making
HGSE: Pedagogy	internship
HGSE: Pedagogy	field-based visit(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	make a presentation
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Content	career development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	organizations

Attribute	Value(s)
HGSE: Pedagogy	peer learning

---

## Education S997 Section: 1

Field Experience (180985)

Members of the Faculty

2025 Fall (2 Credits) Schedule: T 0730 AM - 0830 AM

Instructor Permissions: Instructor Enrollment Cap: 35

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Class Notes: This course meets as a group on the first Tuesday of every month from 7:30-8:30am.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Competencies	conduct an interview
HGSE: Content	decision-making
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Content	organizations
HGSE: Content	career development
HGSE: Pedagogy	internship
HGSE: Competencies	make a presentation

---

## Education S997 Section: 1

Field Experience (180985)

Members of the Faculty

2025 Fall (2 Credits) Schedule: T 0730 AM - 0830 AM

Instructor Permissions: Instructor Enrollment Cap: n/a

An internship for credit (Field Experience) is a way for students to explore specific learning goals within the context of an organization. Two or four credit options are available.

Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Class Notes: This course meets as a group on the first Tuesday of every month from 7:30-8:30am.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	career development
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	internship
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	make a presentation
HGSE: Competencies	conduct an interview
HGSE: Content	decision-making
HGSE: Content	organizations
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	collaborate

---

Education S997 Section: 1

Field Experience (180985)

Members of the Faculty

2026 Spring (2 Credits) Schedule: T 0730 AM - 0830 AM

Instructor Permissions: Instructor Enrollment Cap: n/a

Field experiences/ internships provide many benefits to complement your academic courses. They offer opportunities to:

- Gain real world experience
- Graduate with a degree, a resume, and typically a good job
- Network with professionals in the field
- Connect your coursework with actual practice
- Learn with a supervisor/mentor
- Enhance your resume with both academic and work experience
- Build transferable professional skills
- Gain professional feedback
- Boost your confidence
- Get firsthand experience
- Test your interest in particular fields
- Learn about a field or career

- Try new things

Completing an internship for credit (Field Experience) is a way for you to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Students may earn a maximum of 8 S997 credits across their graduate program.

There will be four class meetings per semester from 7:30 AM to 8:30 AM as posted on Canvas.

**Class Notes:** This course meets as a group on the first Tuesday of every month from 7:30-8:30am.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	organizations
HGSE: Pedagogy	internship
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Content	career development
HGSE: Pedagogy	peer learning
HGSE: Competencies	collaborate
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	discussion sections
HGSE: Content	decision-making
HGSE: Pedagogy	reflective writing

#### Education S997 Section: 1

##### Field Experience (180985)

2026 Spring (2 Credits)

Schedule:

T 0730 AM - 0830 AM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Field experiences/ internships provide many benefits to complement your academic courses. They offer opportunities to:

- Gain real world experience
- Graduate with a degree, a resume, and typically a good job
- Network with professionals in the field
- Connect your coursework with actual practice
- Learn with a supervisor/mentor
- Enhance your resume with both academic and work experience
- Build transferable professional skills
- Gain professional feedback
- Boost your confidence
- Get firsthand experience

- Test your interest in particular fields
- Learn about a field or career
- Try new things

Completing an internship for credit (Field Experience) is a way for you to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Students may earn a maximum of 8 S997 credits across their graduate program.

There will be four class meetings per semester from 7:30 AM to 8:30 AM as posted on Canvas.

**Class Notes:** This course meets as a group on the first Tuesday of every month from 7:30-8:30am.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	collaborate
HGSE: Content	organizations
HGSE: Pedagogy	peer learning
HGSE: Content	decision-making
HGSE: Pedagogy	small-group discussion
HGSE: Content	career development
HGSE: Pedagogy	internship
HGSE: Competencies	conduct an interview
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	make a presentation
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration

**Education S997 Section: 1**

**Field Experience (180985)**

**Members of the Faculty**

**2026 Spring (2 Credits)**

**Schedule:**

**T 0730 AM - 0830 AM**

**Instructor Permissions:**    **Instructor**

**Enrollment Cap:**

**n/a**

Field experiences/ internships provide many benefits to complement your academic courses. They offer opportunities to:

- Gain real world experience
- Graduate with a degree, a resume, and typically a good job
- Network with professionals in the field
- Connect your coursework with actual practice
- Learn with a supervisor/mentor
- Enhance your resume with both academic and work experience
- Build transferable professional skills

- Gain professional feedback
  - Boost your confidence
  - Get firsthand experience
  - Test your interest in particular fields
  - Learn about a field or career
  - Try new things

Completing an internship for credit (Field Experience) is a way for you to explore specific learning goals within the context of an organization. Two or four credit options are available. Students earning 4 credits are expected to commit 10-12 hours per week for a full semester. Students earning two credits are expected to commit 10-12 hours a week for a half semester. A learning contract is developed between the student and a site supervisor and approved and assessed by the faculty advisor.

Students may earn a maximum of 8 S997 credits across their graduate program.

There will be four class meetings per semester from 7:30 AM to 8:30 AM as posted on Canvas.

Class Notes: This course meets as a group on the first Tuesday of every month from 7:30-8:30am.

#### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	discussion sections
HGSE: Competencies	make a presentation
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Pedagogy	field-based visit(s)
HGSE: Competencies	conduct an interview
HGSE: Competencies	collaborate
All: Cross Req Availability	Not Available for Cross Registration

Education S998 Section: 01

EdLD Leadership Field Seminar (222001)

Mary Grassa O'Neill

2026 Spring (2 Credits) Schedule: TBD

Instructor Permissions:  Instructor Enrollment Cap:  30

Enroll in this practice-based course to gain experience in system level leadership and create a substantive change across a system. Work with an experienced system level leader mentor who will share knowledge and expertise to help develop your skills and abilities as you prepare to join the next generation of system level leaders.

As a complement to Workplace Lab and its focus on sector change, students will work on root cause analysis, problem definitions, theories of action, small wins, building credibility, overcoming resistance, and achieving results that have impact. Students will focus on either the National Professional Standards for Educational Leaders or the Massachusetts Department of Elementary and Secondary Education (MA DESE) Professional Standards for Administrative Leadership.

Aspiring transformational sector leaders will demonstrate and practice the knowledge, skills, habits of mind and ability to lead system level change within organizations. They will

- Explore and demonstrate adaptive and technical leadership
  - Practice individual leadership and teamwork to develop and implement actionable insights
  - Develop mechanisms to solve problems
  - Apply frameworks for change to real work challenges
  - Design systemic reforms
  - Demonstrate entrepreneurial and innovative thought and leadership
  - Apply course learnings to in-the-field fellowship contexts
  - Extend and enhance professional networks

Complete a 250-hour fellowship and earn 4 credits.

Subject to approval some or all internship hours may count toward the MA DESE requirements for Administrative Leadership as a Superintendent/Assistant Superintendent.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S998 Section: 1

EdLD Leadership Field Seminar (222001)

Mary Grassa O'Neill

2025 Fall (2 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: 30

Enroll in this practice-based course to gain experience in system level leadership and create a substantive change across a system. Work with an experienced system level leader mentor who will share knowledge and expertise to help develop your skills and abilities as you prepare to join the next generation of system level leaders.

As a complement to Workplace Lab and its focus on sector change, students will work on root cause analysis, problem definitions, theories of action, small wins, building credibility, overcoming resistance, and achieving results that have impact. Students will focus on either the National Professional Standards for Educational Leaders or the Massachusetts Department of Elementary and Secondary Education (MA DESE) Professional Standards for Administrative Leadership

Aspiring transformational sector leaders will demonstrate and practice the knowledge, skills, habits of mind and ability to lead system level change within organizations. They will

- Explore and demonstrate adaptive and technical leadership
  - Practice individual leadership and teamwork to develop and implement actionable insights
  - Develop mechanisms to solve problems
  - Apply frameworks for change to real work challenges
  - Design systemic reforms
  - Demonstrate entrepreneurial and innovative thought and leadership
  - Apply course learnings to in-the-field fellowship contexts
  - Extend and enhance professional networks

Complete a 250-hour fellowship and earn 4 credits.

Subject to approval some or all internship hours may count toward the MA DESE requirements for Administrative Leadership as a Superintendent/Assistant Superintendent.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2025 Fall (2 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In order to pursue an S999 Independent Study, students must:

1. Meet with potential faculty supervisor and discuss project.
  2. Fill out the S999 proposal form in my.Harvard by selecting the "Submit Proposal" button above.
  3. Once approved by faculty supervisor, a section of S999 will be added to the student's cart.
  4. Finalize enrollment from the Crimson Cart.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2025 Fall (2 Credits)      Schedule:      TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In order to pursue an S999 Independent Study, students must:

1. Meet with potential faculty supervisor and discuss project.
  2. Fill out the S999 proposal form in my.Harvard by selecting the "Submit Proposal" button above.
  3. Once approved by faculty supervisor, a section of S999 will be added to the student's cart.
  4. Finalize enrollment from the Crimson Cart.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

2025 Fall (2 Credits)      Schedule:      TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In order to pursue an S999 Independent Study, students must:

1. Meet with potential faculty supervisor and discuss project.
  2. Fill out the S999 proposal form in my.Harvard by selecting the "Submit Proposal" button above.
  3. Once approved by faculty supervisor, a section of S999 will be added to the student's cart.
  4. Finalize enrollment from the Crimson Cart.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

## Members of the Faculty

2026 Spring (4 Credits)      Schedule:      TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In order to pursue an S999 Independent Study, students must:

1. Meet with potential faculty supervisor and discuss project.
  2. Fill out the S999 proposal form in my.Harvard by selecting the "Submit Proposal" button above.
  3. Once approved by faculty supervisor, a section of S999 will be added to the student's cart.
  4. Finalize enrollment from the Crimson Cart.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

Members of the Faculty

2026 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In order to pursue an S999 Independent Study, students must:

1. Meet with potential faculty supervisor and discuss project.
2. Fill out the S999 proposal form in my.Harvard by selecting the "Submit Proposal" button above.
3. Once approved by faculty supervisor, a section of S999 will be added to the student's cart.
4. Finalize enrollment from the Crimson Cart.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education S999 Section: 01

Special Reading & Research (Independent Study) (180986)

Members of the Faculty

2026 Spring (4 Credits) Schedule: TBD

Instructor Permissions: Instructor Enrollment Cap: n/a

An independent study is individual, highly specialized research in a field of special interest to the student that is also of interest to an HGSE faculty member. Independent Studies can be completed for four credits (approx. 96 hours) or for two credits (approx. 48 hours). Given the vast array of available HGSE courses, Independent Studies should be rare, with rigorous readings, discussions, and deliverables, on par with equivalent credit-bearing courses and modules.

In order to pursue an S999 Independent Study, students must:

1. Meet with potential faculty supervisor and discuss project.
2. Fill out the S999 proposal form in my.Harvard by selecting the "Submit Proposal" button above.
3. Once approved by faculty supervisor, a section of S999 will be added to the student's cart.
4. Finalize enrollment from the Crimson Cart.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education T002A Section: 1

Critical Race Theory in Education (226632)

Kimberly Truong

Daren Graves

2026 Spring (2 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This course focuses on the epistemological, methodological, and pedagogical uses of critical race theory (CRT) in the examination and deconstruction of race-based educational disparities and inequalities in K-12 and postsecondary education. The overarching goals of the course will be to examine the utility of CRT as a theoretical framework in (1) interrogating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. The course will begin by looking at CRT's roots in critical legal studies. The course will then explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African Americans and others society deems as Black. In doing so, students will confront the intra- and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color, including Latinos, Asians, and Indigenous peoples, and the use of CRT to examine Whiteness. Students will also investigate how CRT can be applied to other global racial dynamics and emerging technologies, such as AI. And ultimately the class will help students examine the racialized experiences of students and educators in traditional and non-traditional K-12 and higher education spaces. The course culminates with students being able to investigate the particular areas/fields/topics that they would like to explore through a CRT lens. The course instructors also work closely with students to co-construct learning communities that interrogate what we learn, how we learn, and why.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	identity
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	research project
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	lecture
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	E&O Electives
HGSE: Content	social justice
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	readings
HGSE: Pedagogy	guest speaker(s)
HGSE: Content	critical theory
HGSE: Pedagogy	case-method learning
HGSE: Content	advocacy
HGSE: Content	history
HGSE: Content	ethnic studies
HGSE: Content	race/ethnicity
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	civil rights
HGSE: Pedagogy	multimedia texts

---

Education T006 Section: 1

Adult Development (180993)

Deborah Helsing

2025 Fall (4 Credits)

Schedule:

M 0930 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

32

\*Lottery-Based Enrollment\* What types of growth and change are possible for us in adulthood? Can we intentionally foster development in adulthood, and if so, how? As our world grows ever more complex, adults face increasing demands to develop. The possibilities for profound growth and change over the course of our adult lives are now well-documented and widely accepted. And we are becoming increasingly clear about the conditions and practices that support this type of growth. This course is not a survey of many theories in the field of Adult Development. Instead, we explore one theory deeply, Robert Kegan's theory of adult development. Why this theory? It is uniquely powerful and rigorous and provides a very useful vantage point on other theories in the field. Kegan has also extended and applied his theory, developing processes and practices that support transformational growth for individuals and collectives. We'll apply this learning to ourselves, challenge ourselves with transformative practices, and consider the implications for our work roles and personal lives. Evaluation will be based on several short written exercises during the semester and a concentrated end-of-term paper.

Enrollment is limited to 25. No auditors.

Class Notes:

Students on the wait list who do not attend class will be removed from the wait list. Please contact the instructor for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	coaching
HGSE: Competencies	write a research/analytic paper
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Content	developmental psychology
HGSE: Pedagogy	multimedia texts
HGSE: Content	leadership
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	adult development

---

Education T008 Section: 1

Power and Pedagogy: Self, Society, and Transformation (180994)

Houman Harouni

2025 Fall (4 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The purpose of this course is to help students face and overcome fundamental problems in the practice and theory of social and organizational change. The course focuses on dilemmas that arise from contradictions at the core of contemporary society and that cannot be solved by applying so-called "best practices." These contradictions involve class, race and other relations within inherently hierarchical structures: schooling, for

example, which acts as a channel to economic access, at the same time functions as a chief social stratifier; the educator who tries to give his or her students better access to positions of power, at the same time reincorporates the students into the oppressive structures that marginalized them. Because conditions that form such contradictions also form the way we perceive and act upon the world, the individual tends either to willfully ignore the dilemmas or else experience them in a fractured way. This leads to excessive hope or excessive despair. In this course we use critical theory, political economy, and psychology to reevaluate such problems. This work engages students in a process that is intellectual and experiential, individual and collective, theoretical and practical. The aim is to use a rigorous process of inquiry to hold the complexity of our problems and arrive at new, radical modes of interaction. The course pedagogy mirrors this process and is tailored to the particular experience of the students. The readings, which are always of high quality, draw on many traditions, including non-Western philosophies. Past students have often described this course as both challenging and highly transformative. Participants should expect to develop, beyond new analytical skills, the capacity to engage and lead difficult conversations, to write with purpose and authenticity, to navigate group and social dynamics with much greater dexterity, and to design interventions that push systems toward fundamental change.

(To apply for a seat in the course, please petition the course on my.harvard and, in the comments section, include a paragraph on what motivates you to take this course.)

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	develop a theory of action
HGSE: Content	critical theory
HGSE: Content	culture
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	case-method learning
HGSE: Content	history
HGSE: Content	learning and teaching
HGSE: Content	ethics
HGSE: Pedagogy	socratic discussion
HGSE: Content	values
HGSE: Pedagogy	lecture
HGSE: Pedagogy	reflective writing
HGSE: Competencies	develop research questions
HGSE: Competencies	engage in difficult conversations
HGSE: Content	teachers
HGSE: Content	social contexts
HGSE: Content	identity
HGSE: Content	pedagogy
HGSE: Pedagogy	discussion sections
HGSE: Competencies	analyze arguments
HGSE: Content	politics
HGSE: Content	group dynamics
HGSE: Content	leadership
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	debate
HGSE: Competencies	think strategically
HGSE: Content	decision-making
HGSE: Content	race/ethnicity
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education T010 Section: 1

Education in Carceral Spaces (224741)

Kaia Stern

2026 Spring (4 Credits)

Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

Offered online only for residential HGSE students. How do we do education in carceral spaces? What is the purpose/power of formal education? Given that human connection is generally contraband in jails and prisons, and education is about connection, what is our praxis? This course includes a practicum component and will be held in virtual conversation with students and leaders who are currently and formerly incarcerated. It will dive deeply into pedagogy, offer a comparative lens, and support students in developing a meaningful multidisciplinary project. We plan to zoom into carceral classrooms to listen and learn with people who are deeply familiar with cradle-to-cell trauma, systems of racialized punishment, and the possibility of the classroom as a kind of sacred/healing space. Our work will engage a range of disciplines including ethics, transformative pedagogy, neuroscience, and public policy. Some questions for consideration: What is mass incarceration and how does it relate to education? How do we conceptualize abolition? Can education as the practice of freedom (hooks, 1994) be realized inside policed classrooms? Please note that the two-credit version of this course focuses on praxis, while the four-credit version includes a practicum. Students who have already taken T010I are ineligible to enroll in T010.

This course fulfills the elective requirement of the Equity & Opportunity Foundations experience. Following the foundational learning in August Identity in Context courses, these electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	E&O Electives
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education T010Q Section: 1

Visible Thinking: Research and Practice (216789)

Tina Blythe

2026 Spring (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap:

n/a

Thinking is central to learning, and yet it's not always clear—to either learner or teacher—what constitutes good thinking. In this module, we'll study Project Zero's research on visible thinking, focusing on three central components: the cultivation of thinking dispositions, the use of thinking routines (short, memorable sets of steps that guide the development and articulation of thinking), and the documentation of student thinking. We'll practice thinking routines ourselves while also studying examples of how they have been used across grade levels and educational contexts to support students to engage more deeply with course content, with one another, and with the world around them. We'll also discuss ineffective uses of the visible thinking research and practices and consider how to effectively adapt the research and practices for your own contexts. \*\*\*IMPORTANT: Please note that attendance at the first class is required in order to continue with the course.\*\*\*

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	curriculum development
HGSE: Pedagogy	readings
HGSE: Competencies	collaborate
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	team-based learning
HGSE: Content	learning and teaching
HGSE: Content	professional development
HGSE: Content	assessment
HGSE: Content	metacognition
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Competencies	facilitate group process
HGSE: Content	teaching for understanding
HGSE: Competencies	understand data
HGSE: Competencies	engage in difficult conversations
HGSE: Content	data analysis
HGSE: Content	instructional design
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning

### Education T010R Section: 01

A Pedagogy of Listening: Exploring the Reggio Emilia Approach and Other Learner-Centered Practices (216790)

Tina Blythe

2026 Spring (2 Credits)

Schedule:

R 0900 AM - 1145 AM

Instructor Permissions: None

Enrollment Cap: n/a

The capacity to listen well and deeply is one of the most important—and perhaps one of the most undervalued—skills an educator can bring to the work of supporting learners in classrooms as well as in other learning environments. In this module, we will study different approaches to listening and observing that aim to support student engagement and understanding. As part of our work together, we will explore the approaches developed and practiced by educators of the municipal preschools and infant-toddler centers in Reggio Emilia, Italy—recognized around the world for their extraordinary learner-centered practices. "A pedagogy of listening" is the phrase used by Reggio Emilia educators to describe the heart of their approach. We'll examine core elements of the Reggio approach—such as group learning and the documentation of learners' processes and discoveries—as ways to cultivate listening. We'll also look carefully at the studies and frameworks generated by the 25 years of collaboration between Project Zero researchers, Reggio Emilia educators, and US teachers as they sought to understand how the practices used in Reggio Emilia could be applied in a different cultural context and with students in elementary and secondary schools. We'll experiment with various approaches to listening, observing, and documenting learning, and consider how these practices can be used in both online and face-to-face learning environments. \*\*\*IMPORTANT: Attendance at the first class is mandatory in order to continue with the course.\*\*\*

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	understand data

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Competencies	collaborate
HGSE: Content	relationships
HGSE: Content	pedagogy
HGSE: Content	metacognition
HGSE: Content	teaching for understanding
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	readings
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Content	curriculum development
HGSE: Content	professional development
HGSE: Competencies	deliver instruction
HGSE: Content	learning and teaching
All: Cross Reg Availability	Available for Harvard Cross Registration

## Education T011 Section: 01

Helping Others to Make Transformational Change: The Immunity-to-Change Approach (218672)

Deborah Helsing

2026 Spring (4 Credits)

Schedule:

M 0930 AM - 1130 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course focuses on the use of the Immunity-to-Change (ITC) approach, a set of tools designed by Robert Kegan and Lisa Lahey, to support personal and professional development as well as psychological transformation. Participants will apply the tools to their own growth aspirations and will work in small peer groups as well as with an external practice partner to support people in diagnosing and overturning immunities to change. In their practice, conversation, and written work, students will apply the full arc of ITC exercises, learn how to respond to challenges that frequently arise for participants, and consider how to integrate this approach flexibly into their professional roles (e.g., leadership, teaching, coaching, consulting, counseling, therapy). We will also explore the connections between the ITC approach and its theoretical base, Kegan's theory of adult development.

Permission of instructor required. Preference is given to students with prior or concurrent coursework in adult development or its equivalent (e.g., T-006, enrollment in the Ed.L.D. program, etc.). Please petition for enrollment in the My.Harvard system. Enrollment is limited to 30. No auditors.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	professional development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	relationships
HGSE: Content	emotional development
HGSE: Content	adult development
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
HGSE: Competencies	diagnose complex problems
HGSE: Content	mindfulness

Attribute	Value(s)
HGSE: Content	metacognition
HGSE: Content	developmental psychology
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	assess cognitive challenges
HGSE: Competencies	understand data
HGSE: Competencies	collaborate
HGSE: Content	coaching
HGSE: Content	psychology
HGSE: Content	cognitive development
HGSE: Content	social development
HGSE: Pedagogy	peer learning

## Education T012 Section: 1

Transforming Systems: Leadership for the New (205506)

Houman Harouni

2026 Spring (4 Credits)

Schedule:

T 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course begins with a fundamental question: How do we transform the systems that limit our freedom, well-being, creativity, and common humanity? The course provides a set of incisive practical and analytical instruments that can help students answer these questions and move beyond them, toward actual change in the world.

Increasingly, we find ourselves embedded in institutions and larger societal systems that seem so entrenched that the best one can hope for is to survive and perhaps to thrive within those structures. Most of the frameworks and tools that we learn, in formal and informal education, are the products of this limiting mindset. This is as true for personal life as it is in small groups, teams, organizations, fields of practice, and entire communities and societies. Those who want to create new forms of practice in any of these arenas need a different kind of learning. Now more than ever we need the capacity to diagnose structures in such a way that opens new possibilities. We need to learn how to navigate danger with clear sight and security. We need to know how to create alliances, communicate across great differences, and give life to alternatives that emerge but will disappear without our courage and wisdom. This course provides a grounding for that learning. We use philosophy (both non-Western and Western) to think beyond existing structures; use psychology and group relations to understand and overcome the pressures faced by individuals and communities; draw on theater and literature to craft new modes of communication; and sharpen our interventions by learning organizational dynamics and system analytics.

Participants in this course should expect to experience radical forms of teaching, learning, and leadership. They will have the opportunity to address key dilemmas in their own respective fields. They will strengthen their questions, craft their arguments, and develop their written and spoken thoughts with coherence and passion. We will move constantly between theory and real experience, and therefore the learning here will be both intellectually and emotionally intensive. In brief, this is a course in understanding and overcoming the pressures of transforming society. As such, students should only consider the course if they feel ready for that type of transformative work at this point in their lives and careers. (Instructor permission required: To apply, when petitioning the course on my.harvard, add a paragraph in the 'comments' section explaining your reasons for enrolling in the course).

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	critical theory
HGSE: Competencies	develop a theory of action
HGSE: Competencies	analyze arguments
HGSE: Content	leadership
HGSE: Content	culture
HGSE: Pedagogy	peer learning
HGSE: Competencies	write a research/analytic paper
HGSE: Content	identity
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	reflective writing
HGSE: Competencies	develop research questions
HGSE: Content	group dynamics
HGSE: Pedagogy	experiential learning
HGSE: Content	social justice
HGSE: Content	pedagogy
HGSE: Content	politics
HGSE: Content	organizations
HGSE: Content	history
HGSE: Pedagogy	discussion sections
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Competencies	analyze qualitative data
All: Cross Reg Availability	Available for Harvard Cross Registration

#### Education T022 Section: 1

How the Future of Work is Shaping the Future of Education (214445)

Peter Blair

2026 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

The advent of automation, robotization, artificial intelligence, and the gig economy are key forces shaping the future of work. The future of work, in turn, is shaping the demand for traditional education credentials, like college degrees. Fortune 500 companies, such as, Apple, Google, and Microsoft, in fact, no longer require Bachelor's degrees for incoming workers, opting instead to hire based on skills. In this course, we will examine the technological changes that are driving the future of work and the future of education. We will cover topics related to the history of education and technology, recent impacts of new technological innovations, and responses by the education sector to provide new credentials, as well as new delivery mechanisms for existing credentials. We will consider how the future of work and education alters the social contract between technologists, firms, workers, educators, and policy makers.

#### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

## Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2025 Fall (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

\*Lottery-Based Enrollment\* This project-based practicum provides students with the opportunity to participate in the instructional design and development of curricular assets for online learning experiences as part of HGSE's Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of HGSE through the creation - in close partnership with faculty members and teaching teams - of innovative, research-based teaching assets and learning experiences. Examples of curricular assets developed by students in the TLL Practicum may include online modules, AI-powered tutor applications, multi-media teaching cases, and other resources for active learning. Most students will have the opportunity to participate as part of a creative and fast-paced design process to re-imagine the How People Learn course for non-degree program learners. Students will work in small groups in association with learning design and technology experts within the TLL as they develop a capstone project that demonstrates the application of learning design principles. The Practicum will include a mix of asynchronous learning experiences, whole-group live sessions focused on weekly readings, guest speakers, and project team meetings. Students will participate actively in group exploration, team-based design and development on a TLL project, and individual inquiry related to a specific area of interest. Each student will produce a culminating professionally relevant portfolio that highlights the application of research-based principles to the production of learning experiences and assets.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	pedagogy
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	instructional design
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	project-based learning
HGSE: Content	higher education
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a lesson
HGSE: Competencies	collaborate
HGSE: Pedagogy	design thinking
HGSE: Content	learning and teaching
HGSE: Content	technology
HGSE: Content	innovation
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	design an intervention
HGSE: Content	classroom instruction

---

## Education T127 Section: 01

Teaching and Learning Lab Practicum (203691)

William Wisser

2026 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: 25

\*Lottery-Based Enrollment\* This project-based practicum provides students with the opportunity to participate in the instructional design and development of curricular assets for online learning experiences as part of HGSE's Teaching and Learning Lab (TLL). The TLL advances the teaching and impact mission of HGSE through the creation - in close partnership with faculty members and teaching teams - of innovative, research-based teaching assets and learning experiences. Examples of curricular assets developed by students in the TLL Practicum may include online modules, AI-powered tutor applications, multi-media teaching cases, and other resources for active learning. Most students will have the opportunity to participate as part of a creative and fast-paced design process to re-imagine the How People Learn course for non-degree program learners. Students will work in small groups in association with learning design and technology experts within the TLL as they develop a capstone project that demonstrates the application of learning design principles. The Practicum will include a mix of asynchronous learning experiences, whole-group live sessions focused on weekly readings, guest speakers, and project team meetings. Students will participate actively in group exploration, team-based design and development on a TLL project, and individual inquiry related to a specific area of interest. Each student will produce a culminating professionally relevant portfolio that highlights the application of research-based principles to the production of learning experiences and assets.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	technology
Blue Course Evaluations	ALL
HGSE: Content	higher education
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	classroom instruction
HGSE: Pedagogy	online and blended learning
HGSE: Pedagogy	project-based learning
HGSE: Competencies	collaborate
HGSE: Content	learning and teaching
HGSE: Content	instructional design
HGSE: Content	pedagogy
HGSE: Limited Enrollment	XREG Allowed
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	design an intervention
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	design a lesson
HGSE: Content	innovation

---

Education T138A Section: 1

Designing Curriculum for Schools (224676)

Eric Soto-Shed

2026 Spring (2 Credits)

Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

While curriculum is not a panacea, it is a powerful lever for the transformative impact schools can have on students. This course delves into the art and science of curriculum design for the classroom, focusing on creating engaging, impactful learning experiences within the constraints of traditional schooling. This class is organized around the Backwards Design process (Wiggins and McTighe, 2004) where we explore the parameters, pitfalls, and possibilities when developing goals, assessments, and learning experiences. We will focus on unit planning because it offers a balance between granular and big-picture planning.

Participants will learn to design and evaluate curriculum, drawing on professional practices, theory, and real-world examples. While the course primarily focuses on the US K-12 context, it is applicable to anyone interested in curriculum design within any formal schooling context. This course is ideal for those seeking to learn or deepen their understanding of curriculum design and backwards design as well as those who have a specific school or school system in mind for applying these principles.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	project-based learning
HGSE: Content	curriculum development
HGSE: Competencies	develop a curriculum
HGSE: Pedagogy	curriculum-design project
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education T202 Section: 1

Introduction to Teaching (181061)

Jon Star

2025 Fall (4 Credits)

Schedule:

W 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This course invites students to think deeply about teaching. Questions that we will be exploring include the following: Is teaching an art, a science, or some combination of both? Why do people want to teach? How does our (and our students') background play a role in our teaching? What choices do and should teachers have in what they teach and how they teach? What makes excellent teaching? What makes an excellent teacher? We will use four types of sources to stimulate our thinking about teaching. First, we will draw from our personal experiences, both as learners (where we have experienced teaching) and also as teachers (for those who have formal and/or informal experience as a teacher). Second, there is an academic literature on teaching. We will read short sections of some classic works on teaching, to see how scholars have considered questions such as those listed above. Third, we will watch and discuss movies about teaching. The experience of teachers and teaching has been explored in a variety of major movies – both from the US/Hollywood but also from many other countries (UK, China, India, France, and others). What aspects of teaching do these movies get right? And finally, we will watch and discuss videos of actual classroom teaching. This course is open (with instructor permission) to all students; teaching experience is not required. This course satisfies the PCE requirement for HGSE students in the TTL program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	teachers
HGSE: Content	teacher preparation
HGSE: Pedagogy	readings
HGSE: Competencies	deliver a lesson
HGSE: Pedagogy	case-method learning
HGSE: Competencies	synthesize readings
HGSE: Content	pedagogy
HGSE: Competencies	debate
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	reflective writing
HGSE: Content	learning and teaching
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	make a presentation
HGSE: Content	classroom instruction

Education T210Z1 Section: 01

Supporting English Language Learners in the Classroom (181103)

Martha Boisselle

Kristen Toher Leathers

2026 Spring (2 Credits)

Schedule:

M 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

English learners (ELs) present a set of unique challenges and tremendous opportunity to teachers in U.S. middle and high schools. This module introduces participants to a range of strategies and considerations for effectively meeting the academic needs of adolescent ELs. Drawing on current research and studies of effective practice, participants will gain an understanding of underlying theories and practical strategies to enhance the success of ELs. We will examine topics such as language and literacy development and consider their implications for teaching and learning. Participants will also practice designing lessons and materials that draw on principles of effective sheltered English instruction and the World-Class Instructional Design and Assessment (WIDA) English proficiency standards. This course is limited and offered only to HGSE Teaching and Teacher Leadership (TTL) licensure students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	build partnership
HGSE: Competencies	deliver instruction
HGSE: Competencies	develop a theory of action
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	design a lesson
HGSE: Content	curriculum development
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
HGSE: Content	diversity equity inclusion
HGSE: Competencies	facilitate group process

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	learning differences
HGSE: Content	classroom instruction
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	experiential learning
HGSE: Competencies	think strategically
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	collaborate

Education T217 Section: 01

Designing K-12 Computer Science Learning Experiences (181119)

Karen Brennan

## 2026 Spring (4 Credits)

## Schedule:

W 0900 AM - 1145 AM

## Instructor Permissions:      Instructor

Enrollment Cap: 10

From computational thinking to workforce arguments, there is considerable interest in and excitement about including computer science education for all K-12 students. Yet, unlike other disciplines with a much longer history in formal schooling, the interest in computer science education is not yet supported by commensurate attention to research and teacher practice. In this course, we will examine the state of K-12 computing education: questioning its value, examining its history, and imagining and contributing to its potential. The course will be organized as both a reading group and a lab, building a community of people who are committed to K-12 CS education. Each week you will read classic and current research, and write accompanying memos to document your evolving understandings of the field. Throughout the course, either individually or with partners, you will develop an independent project that explores the design of K-12 computer science learning experiences. Some examples of possible projects include: designing CS-standalone or cross-curricular learning activities and curriculum, building a programming language for novices, developing a research paper, critically analyzing policy documents such as curriculum frameworks and standards from around the world, or contributing to current K-12 CS education research initiatives. No auditors. Enrollment is limited. Application is available on the course website. Please apply by 11:59 pm on Tuesday, January 20, to be considered.

## Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
Blue Course Evaluations	ALL

Education T232 Section: 02

Teaching Students Identified with (Dis)abilities in Inclusive Classrooms (203567)

## Ebony Perouse-Harvey

2025 Fall (4 Credits)

## Schedule:

M 0430 PM - 0730 PM

## Instructor Permissions:      Instructor

### Enrollment Cap:

n/a

Through this course, students develop a comprehensive understanding of the practices, policies, and perspectives that shape the teaching of learners with diverse abilities in inclusive classrooms. In classroom practice, students will engage readings, simulations, and exercises to learn and apply their growing

knowledge of learner variability to plan effective differentiated instruction and meet the needs of learners both socially and academically in their classrooms. Through examining laws and policies, students understand the identification process, the full range of disabilities and services, and how individual education plans (IEPs) work. Students learn how to use Multi-Tier System of Supports (MTSS) such as Response to Intervention (RtI) and Universal Design for Learning (UDL) to serve all learners. By reflecting on different perspectives, students increase their own awareness of how beliefs and experiences impact classroom decision making.

Restricted to TTL program and counseling program students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	interpret laws
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	E&O Electives
HGSE: Content	learning differences
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	deliver instruction
HGSE: Competencies	practice equity and inclusion
HGSE: Content	disability/ableism
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	diversity equity inclusion
HGSE: Content	universal design for learning
HGSE: Pedagogy	readings

---

Education T232 Section: 1

Teaching Students Identified with (Dis)abilities in Inclusive Classrooms (203567)

Ebony Perouse-Harvey

2025 Fall (4 Credits)

Schedule:

T 0900 AM - 1200 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Through this course, students develop a comprehensive understanding of the practices, policies, and perspectives that shape the teaching of learners with diverse abilities in inclusive classrooms. In classroom practice, students will engage readings, simulations, and exercises to learn and apply their growing knowledge of learner variability to plan effective differentiated instruction and meet the needs of learners both socially and academically in their classrooms. Through examining laws and policies, students understand the identification process, the full range of disabilities and services, and how individual education plans (IEPs) work. Students learn how to use Multi-Tier System of Supports (MTSS) such as Response to Intervention (RtI) and Universal Design for Learning (UDL) to serve all learners. By reflecting on different perspectives, students increase their own awareness of how beliefs and experiences impact classroom decision making.

Restricted to TTL program and counseling program students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	classroom instruction
HGSE: Pedagogy	small-group discussion
HGSE: Content	disability/ableism
HGSE: Content	universal design for learning

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	E&O Electives
HGSE: Pedagogy	readings
HGSE: Competencies	engage families
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	reflective writing

Education T234 Section: 1

Teaching and Learning by the Case Method (181125)

Monica Higgins

2026 Spring (2 Credits)

## Schedule:

MTWRF 0830 AM - 1230 PM

### Instructor Permissions:

### Enrollment Cap:

12

This course is open to faculty as well as students who are interested in learning how to teach by the case method. It is particularly suitable for doctoral students who are interested in expanding their own repertoire of teaching methods, although it is open to master's students as well. In addition to learning how to teach by the case method, class members will learn firsthand how this approach can benefit their own research and discussion leadership practice. Throughout the course, class members will experience how this approach stimulates in-depth analyses that help address complex social problems. The specific goals of the course are threefold: to introduce participants to a variety of ways of teaching by the case method through direct observation and discussion; to develop participants' abilities to facilitate live case-based discussions, thereby expanding their own discussion toolbox; and to give students the opportunity to practice the craft of giving and receiving teaching feedback. To facilitate the first objective, faculty from across Harvard will guest-teach cases and then discuss the process and experiences they have had with the group. In line with the second objective, participants will be required to practice teaching by the case method throughout the course; special topics such as class openings and closings, calling patterns, role-plays, and the use of boards will serve as the bases for assignments, discussion, and critique. As a final project, participants will teach a case to the class. As a result of these experiences and activities, students will improve their capacity for discussion leadership.

Permission of instructor required. Enrollment is limited; faculty and doctoral students given preference. Open to master's students. Enrollment procedure will be posted on the course website and discussed at the January Term course preview.

## Class Notes:

In your petition to take the course, please share a) why you want to take the course, b) how you want to take the course (for credit vs. audit), and c) what program you're in. Petitions are due by November 12. Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 7:30am on 1/13/2026.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education T236 Section: 1

Dilemmas in Teaching I: Seminar for Intern Teachers (226781)

Rosette Cirillo

2025 Fall (2 Credits)

Schedule:

T 0430 PM - 0700 PM

Instructor Permissions: None

Enrollment Cap:

n/a

This foundational course develops the contemplative and ethical dimensions essential for navigating teaching's complex moral landscape through collaborative analysis of real-world dilemmas that honor student dignity and cultural responsiveness. Students practice intentional observation, critical reflection, and ethical decision-making by examining classroom interactions alongside broader equity challenges, building frameworks that prioritize student agency and justice-oriented practice.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T236 Section: 2

Dilemmas in Teaching I: Seminar for Intern Teachers (226781)

Ebony Perouse-Harvey

2025 Fall (2 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This foundational course develops the contemplative and ethical dimensions essential for navigating teaching's complex moral landscape through collaborative analysis of real-world dilemmas that honor student dignity and cultural responsiveness. Students practice intentional observation, critical reflection, and ethical decision-making by examining classroom interactions alongside broader equity challenges, building frameworks that prioritize student agency and justice-oriented practice.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	classroom instruction
HGSE: Content	diversity equity inclusion
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T238 Section: 1

Dilemmas in Teaching II: Seminar for Intern Teachers (224934)

Rosette Cirillo

2026 Spring (4 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: None

Enrollment Cap:

30

Building on the learnings of the previous semester in Dilemmas in Teaching I, Dilemmas in Teaching II is responsive to taking up dilemmas that teacher candidates are experiencing in their teaching placements and leveraging frameworks that support their in-the-moment teaching decisions and long-term support of student growth in the classroom. We explore teaching dilemmas presented by teach candidates and their colleagues in the field, unearth inequities, discuss our perspectives and perceptions, and discuss possible ways forward that uplift the dignity of both students and educators.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T238 Section: 2

Dilemmas in Teaching II: Seminar for Intern Teachers (224934)

Ebony Perouse-Harvey

2026 Spring (4 Credits)

Schedule:

T 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Building on the learnings of the previous semester in Dilemmas in Teaching I, Dilemmas in Teaching II is responsive to taking up dilemmas that teacher candidates are experiencing in their teaching placements and leveraging frameworks that support their in-the-moment teaching decisions and long-term support of student growth in the classroom. We explore teaching dilemmas presented by teach candidates and their colleagues in the field, unearth inequities, discuss our perspectives and perceptions, and discuss possible ways forward that uplift the dignity of both students and educators.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Pedagogy	case-method learning
HGSE: Content	decision-making
HGSE: Competencies	practice equity and inclusion
HGSE: Pedagogy	readings
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	small-group discussion

---

Education T250 Section: 01

Children with Learning and Developmental Differences (218738)

Nadine Gaab

2026 Spring (4 Credits)

Schedule:

M 1000 AM - 1200 PM

Instructor Permissions: None

Enrollment Cap:

20

\*Lottery-Based Enrollment\*

Educational attainment is one of the most powerful predictors of long-term health and well-being. However, approximately one in five children with learning or attention-related challenges experience enduring impacts on their academic achievement, social interactions, mental health, vocational prospects, and socioeconomic

opportunity. In the United States alone, more than two million students are identified with specific learning disabilities (SLD), comprising about 35% of students receiving special education services under the Individuals with Disabilities Education Act (IDEA). These students are statistically less likely to graduate from high school or pursue postsecondary education and are at increased risk for mental health concerns such as anxiety and depression.

Although the educational system primarily identifies and supports children with learning differences, these students also interact with a wide range of professionals, caregivers, and community institutions.

Unfortunately, the lack of integrated efforts across education, healthcare, policy, and community services often results in fragmented, siloed care, hindering early identification, whole-child intervention, and long-term support.

This interdisciplinary course offers a comprehensive overview of learning disabilities and differences—such as dyslexia, dyscalculia, dysgraphia, attention-deficit/hyperactivity disorder, developmental language disorder, and autism spectrum disorder—as well as the policies and documentation processes that shape educational services for these children.

Students will explore the wide array of stakeholders involved in supporting children with learning differences, including educators, clinicians, health professionals, caregivers, policy advocates, and community members. The course will emphasize each stakeholder's role, knowledge base, communication strategies, and developmental timelines, both within schools and in broader community settings.

Additionally, students will examine the systemic barriers faced by individuals with learning disabilities across academic, professional, and social contexts—and learn about evidence-based strategies, designs, and policies designed to address these challenges.

Instruction will include a blend of synchronous and asynchronous sessions, engaging lectures, case-based learning, interactive discussions, and guest presentations from professionals and community members. Small-group breakout sessions will provide opportunities for applied problem-solving, guided by the instructor and/or teaching fellows.

This course is divided into thirds and will cover: (1) a broad overview of learning disabilities, educational policies, and service documentation; (2) stakeholders in academic and professional settings (including their unique knowledge base, toolset, developmental timeline, and communication strategies), barriers faced by children with learning differences in these settings, and existing solutions to these barriers; and (3) stakeholders in community settings, barriers faced by individuals with learner differences in these settings, and existing solutions to these challenges.

**Class Notes:** Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	out-of-school time
HGSE: Content	learning differences
Blue Course Evaluations	ALL
HGSE: Competencies	collaborate
HGSE: Competencies	assess cognitive challenges
HGSE: Content	classroom instruction
HGSE: Content	community
HGSE: Content	assessment
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	field-based learning

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make policy recommendations
HGSE: Content	child development
HGSE: Content	cognitive development
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	make a presentation
HGSE: Content	teacher preparation
HGSE: Content	risk prevention/intervention
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	synthesize readings
HGSE: Content	disability/ableism
HGSE: Content	advocacy
HGSE: Pedagogy	online and blended learning
HGSE: Content	universal design for learning
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking

## Education T262A Section: 1

Methods 1 (ELA) (220462)

Rosette Cirillo

2025 Summer (0 Credits)	Schedule:	MW 0500 PM - 0700 PM
		MW 0200 PM - 0500 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course is designed as an introductory experience to the study, practice, and collective life of becoming critical English Language Arts teachers together. Bringing together critical readings, research, practitioner-facing texts, discussions, reflection, thinking routines, and live rehearsal work, students will begin working as individuals and a collective to better understand and encounter the responsibilities and possibilities of English Language Arts classrooms.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

## Education T262B Section: 01

Methods 1 (ELA) (220463)

Rosette Cirillo

2025 Fall (4 Credits)	Schedule:	MW 0500 PM - 0700 PM
		MW 0200 PM - 0500 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the

intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T262C Section: 01

## Methods 2: ELA (220825)

Rosette Cirillo

2025 Fall (4 Credits)

## Schedule:

W 0430 PM - 0730 PM

### Instructor Permissions:

## Enrollment Cap:

n/a

This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration

Education T262D Section: 01

Methods 3: ELA (220833)

Rosette Cirillo

## 2026 Spring (2 Credits)

## Schedule:

W 0430 PM - 0730 PM

Instructor Permissions:      Instructor

### Enrollment Cap:

n/a

This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration



This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration

Education T264D Section: 1

## Methods 3: History (223818)

Eric Soto-Shed

2026 Spring (2 Credits)

## Schedule:

W 0430 PM - 0730 PM

### Instructor Permissions:      Instructor

Enrollment Cap: n/a

This course continues to explore core aspects of teaching secondary social studies and history. Particular focus is on unit design and the subsequent lesson planning necessary to support it. This includes the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments, as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T266A Section: 01

Methods 1 (Math) (220458)

Noah Heller

2025 Summer (0 Credits)

## Schedule:

MW 0500 PM - 0700 PM

MW 0200 PM - 0500 PM

### Instructor Permissions:      Instructor

### **Enrollment Cap:**

n/a

This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T266B Section: 01

Methods 1 (Math) (220459)

Noah Heller

2025 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students' learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T266C Section: 01

Methods 2- Mathematics Pedagogy: Innovative Practice for Deeper Math Learning (220827)

Noah Heller

2025 Fall (4 Credits)

Schedule: W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

In this course, educators investigate and enact teaching methods that position students as powerful math problem solvers. We frame math classrooms as sites of distinct cultural activity, where teachers build the structures, practices, routines, and techniques that equip and motivate students to be active thinkers and doers of rigorous mathematics. Mathematical themes of sense- and mistake-making, motivation, fluency, curiosity, relevance, discussion, achievement, and collaboration are explored alongside specific methods that we will regularly practice in small group and whole class teaching episodes. This course is not a traditional seminar. Rather, all participants should be prepared to be on their feet in each session, doing and discussing math, enacting the pedagogies we're learning about, teaching each other, and actively collaborating with peers in rehearsal and workshop settings.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Limited Enrollment	LIMITED ENROLLMENT

---

Education T266D Section: 01

Methods 3: Math (220835)

Jon Star

2026 Spring (2 Credits)

Schedule:

W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

This module is the final methods course experience for secondary mathematics teacher candidates in the Teaching and Teacher Leadership (TTL) program. The particular focus in this course is on instructional routines for promoting students' engagement and mathematical thinking, establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the A1 Gateway Assessment. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T268A Section: 01

Methods 1 (Science) (220460)

Victor Pereira

2025 Summer (0 Credits)

Schedule:

MW 0500 PM - 0700 PM

MW 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Science Methods 1 prepares future educators to internalize, adapt and deliver engaging, equitable science instruction for all middle and high school students. Focusing on evidence-based pedagogical practices and the Next Generation Science Standards, candidates will develop inquiry-based lessons that connect science to real-world issues and students' lives, promoting scientific literacy and a sense of social responsibility. The course emphasizes creating inclusive classrooms with clear expectations and supportive resources, enabling students to take academic risks and achieve success through authentic, relevant learning experiences. Teacher candidates will learn to assess student understanding, implement tiered supports, and leverage student assets to ensure all learners can apply scientific knowledge to personal, academic, and career pathways

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a lesson
HGSE: Content	science

---

## Education T268B Section: 01

Methods 1 (Science) (220461)

Victor Pereira

2025 Fall (4 Credits)

Schedule: TBD

Instructor Permissions: Instructor

Enrollment Cap: n/a

Science Methods 1 prepares future educators to internalize, adapt and deliver engaging, equitable science instruction for all middle and high school students. Focusing on evidence-based pedagogical practices and the Next Generation Science Standards, candidates will develop inquiry-based lessons that connect science to real-world issues and students' lives, promoting scientific literacy and a sense of social responsibility. The course emphasizes creating inclusive classrooms with clear expectations and supportive resources, enabling students to take academic risks and achieve success through authentic, relevant learning experiences. Teacher candidates will learn to assess student understanding, implement tiered supports, and leverage student assets to ensure all learners can apply scientific knowledge to personal, academic, and career pathways

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	science
HGSE: Competencies	deliver instruction
HGSE: Competencies	design a lesson
All: Cross Reg Availability	Not Available for Cross Registration

---

## Education T268C Section: 01

Methods 2 (Science) (220826)

Victor Pereira

2025 Fall (4 Credits)

Schedule: W 0430 PM - 0730 PM

Instructor Permissions: Instructor

Enrollment Cap: n/a

This course continues to explore teaching and learning science through the unit and diversity of people and processes. The course focuses on developing three-dimensional, high-quality science learning experiences centered on the Science and Engineering Practices (SEPs) outlined in the Next Generation Science Standards, examining science education from students' perspectives and the essential skills needed to learn science and become independent critical thinkers able to explore and make sense of the natural world. The course emphasizes how SEPs serve as vehicles for student sense-making around anchoring phenomena and problem-solving in authentic, relevant contexts to prepare scientifically literate citizens who can make decisions that better their lives and the lives of others. This course continues to address equity in the science classroom, critically examining the notion that science is entirely objective rather than influenced by history, society, and politics, and works to welcome all students into the scientific community through culturally and linguistically sustaining pedagogical practices that support diverse learners.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Limited Enrollment	LIMITED ENROLLMENT
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	learning and teaching
HGSE: Competencies	improve teaching practice

Education T268D Section: 01

## Methods 3: Science (220834)

Victor Pereira

2026 Spring (2 Credits)

## Schedule:

W 0430 PM - 0739 PM

### Instructor Permissions:      Instructor

### Enrollment Cap:

n/a

This course focuses on designing equitable and standards-aligned science learning experiences for all students. Students collaboratively plan authentic science units, which doubles as a professional educator portfolio, integrating social justice principles and exploring how to make the Next Generation Science Standards accessible and relevant for diverse learners. Through a curriculum literacy framework and data analysis, students internalize, develop, implement, and refine instructional materials that incorporate crosscutting concepts and tools for authentic science inquiry. Core topics include understanding science as sociocultural, promoting justice in the classroom, and continuously improving instruction to ensure equitable outcomes for all students through inquiry-focused learning experiences that bridge scientific concepts across disciplines.

### **Additional Course Attributes:**

Attribute	Value(s)
Blue Course Evaluations	ALL
HGSE: Content	instructional design
HGSE: Competencies	design a lesson
All: Cross Reg Availability	Not Available for Cross Registration

Education T271A Section: 01

Introduction to Fieldwork & Field Experience, A (ELA) (220470)

Rosette Cirillo

## 2025 Summer (0 Credits)

## Schedule:

R 0500 PM - 0700 PM

R 0200 PM - 0500 PM

Instructor Permissions:      Instructor

## Enrollment Cap:

n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of ELA. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, case work, working closely with school practitioners, and participating in an advisory seminar. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T271B Section: 01

Introduction to Fieldwork & Field Experience, B (ELA) (220471)

Rosette Cirillo

2025 Fall (4 Credits)

Schedule: TBD

### Instructor Permissions:

Enrollment Cap: n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of ELA. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T273A Section: 01

Introduction to Fieldwork & Field Experience, A (History) (220472)

Eric Soto-Shed

2025 Summer (0 Credits)

Schedule: TBD

### Instructor Permissions:      Instructor

Enrollment Cap: n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of History. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Education T273B Section: 01

Introduction to Fieldwork & Field Experience, B (History) (220473)

Eric Soto-Shed

2025 Fall (4 Credits)

Schedule: TBD

Instructor Permissions:  Instructor

Enrollment Cap: n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a

secondary or middle school teacher of History. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T275A Section: 01

Introduction to Fieldwork & Field Experience, A (Math) (220466)

Noah Heller

2025 Summer (0 Credits)                              Schedule:                      TBD

Instructor Permissions:    Instructor                      Enrollment Cap:        n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of Math. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T275B Section: 01

Introduction to Fieldwork & Field Experience, B (Math) (220467)

Noah Heller

2025 Fall (4 Credits)                              Schedule:                      TBD

Instructor Permissions:    Instructor                      Enrollment Cap:        n/a

Cambridge-Harvard Summer Academy fieldwork provides candidates with supervised practice in the role of a secondary or middle school teacher of Math. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar. This course is limited to and required for Teacher Candidates in the Teaching and Teacher Leadership (TTL) Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T277A Section: 01

Introduction to Fieldwork & Field Experience, A (Science) (220468)

Victor Pereira

2025 Summer (0 Credits)

Schedule:

R 0500 PM - 0700 PM

R 0200 PM - 0500 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Fieldwork 1 (Summer) is a 4-credit course that combines a course seminar and a supervised teaching intensive to help you prepare for and learn from your summer field experience. Fieldwork Seminar 1 will support teacher candidates' work at Cambridge-Harvard Summer Academy (CHSA) by facilitating a preparation protocol for implementing curriculum, analyzing and learning from student work, and tackling major themes in your early work as a pre-service teacher. The seminar portion of this course is an extension of the day at CHSA and asks teacher candidates to reflect on their teaching, analyze their impact on student learning, and learn from feedback from mentors, peers, and instructors. It will also be a space for CHSA teaching teams to collaborate and prepare for teaching responsibilities throughout the summer.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
HGSE: Competencies	manage classroom
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T277B Section: 01

Introduction to Fieldwork & Field Experience, B (Science) (220469)

Victor Pereira

2025 Fall (4 Credits)

Schedule:

R -

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Fieldwork 1 (Summer) is a 4-credit course that combines a course seminar and a supervised teaching intensive to help you prepare for and learn from your summer field experience. Fieldwork Seminar 1 will support teacher candidates' work at Cambridge-Harvard Summer Academy (CHSA) by facilitating a preparation protocol for implementing curriculum, analyzing and learning from student work, and tackling major themes in your early work as a pre-service teacher. The seminar portion of this course is an extension of the day at CHSA and asks teacher candidates to reflect on their teaching, analyze their impact on student learning, and learn from feedback from mentors, peers, and instructors. It will also be a space for CHSA teaching teams to collaborate and prepare for teaching responsibilities throughout the summer.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	learning and teaching
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	manage classroom

---

Education T331Y Section: 01

School Instructional Leadership: Seminar and Practicum (223116)

Patrick Tutwiler

2025 Fall (2 Credits)

Schedule:

W 0600 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The ELOE School Leadership Pathway (SLP) creates and cultivates agents of change at the forefront of the evolving educational landscape. Students develop the skills to be adaptive leaders of schools, of people, and of learning. In doing so they acquire the skills to transform schools and organizations with a focus on equity and inclusiveness for all learners. They are introduced to significant legal issues that have implications for school leaders. Through coursework and internships, the program produces leaders prepared to effect change and to energize stakeholders through it, to spearhead improvements in teaching and learning, to manage efficient, effective, schools and organizations focused on equity, excellence, and best practices, and to engage families and communities in school life.

The primary goal of this yearlong course is to prepare all students for the demands of school leadership. The course will focus on four leadership standards:

- Instructional leadership
- Operational and managerial leadership
- Family and community engagement
- Professional culture

While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, the core requirements of the School Leadership Pathway (SLP), and Performance Assessments for Leaders (PALs), students may be eligible for the Massachusetts Department of Elementary and Secondary Education principal/assistant principal license.

As part of this course students are expected to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students, to understand and support best practices for sheltering content for and teaching academic language to Multilingual Learners, and to increase their understanding of how individual schools operate within the context of overarching district, charter, pilot, private and faith-based school goals for improved student achievement.

This course is limited to students in the ELOE School Leadership Program.

#### Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T332Y Section: 01

School Instructional Leadership: Seminar and Practicum (223871)

Patrick Tutwiler

2026 Spring (2 Credits)

Schedule:

W 0600 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

The ELOE School Leadership Pathway (SLP) creates and cultivates agents of change at the forefront of the evolving educational landscape. Students develop the skills to be adaptive leaders of schools, of people, and

of learning. In doing so they acquire the skills to transform schools and organizations with a focus on equity and inclusiveness for all learners. They are introduced to significant legal issues that have implications for school leaders. Through coursework and internships, the program produces leaders prepared to effect change and to energize stakeholders through it, to spearhead improvements in teaching and learning, to manage efficient, effective, schools and organizations focused on equity, excellence, and best practices, and to engage families and communities in school life.

The primary goal of this yearlong course is to prepare all students for the demands of school leadership. The course will focus on four leadership standards:

- Instructional leadership
- Operational and managerial leadership
- Family and community engagement
- Professional culture

While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course is designed into four major units that mirror the four leadership standards. As a result, students will learn to lead for instructional improvement and acquire the skills necessary to effectively lead people and organizations. Upon successful completion of this course, the 500-hour internship experience that accompanies it, the core requirements of the School Leadership Pathway (SLP), and Performance Assessments for Leaders (PALs), students may be eligible for the Massachusetts Department of Elementary and Secondary Education principal/assistant principal license.

As part of this course students are expected to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students, to understand and support best practices for sheltering content for and teaching academic language to Multilingual Learners, and to increase their understanding of how individual schools operate within the context of overarching district, charter, pilot, private and faith-based school goals for improved student achievement.

This course is limited to students in the ELOE School Leadership Program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

---

Education T392 Section: 1

Purpose-driven Instructional Leadership in K-12 Schools (224855)

Sarah Fiarman

2025 Fall (4 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

n/a

What is good teaching? How do we ensure all students receive good teaching – particularly those students who have historically been denied access to a quality education in US schools? In this course, we begin by asking what all K-12 students need to learn and what teaching will lead to that outcome. After establishing our vision for excellent teaching, we look at the current reality: what does learning and teaching typically look like in US schools today? Finally, we explore what instructional leaders can do to move from our current

state to our vision of quality. As a course for practitioners seeking instructional leadership roles, this course focuses on school-level outcomes and strategies, specifically those designed to ensure all students thrive. Examples of class activities include: reflection to build self-awareness, regular analysis of teaching (through video), extensive small group work to align on quality teaching, and use of a case study to apply learning over several classes. Students are required to work with a group of peers to observe in at least one K-12 classroom during the semester and must have flexibility to do this within their schedules.

The course is open to students in all programs. If demand exceeds course capacity, priority will be given to students with teaching experience. For students in the Teaching and Leading pathway of the Teaching and Teacher Leadership (TTL) program, this course counts toward the TTL Program Core Experience requirement.

Class Notes:

To gain instructor permission to enroll in  
T392 Purpose-driven Instructional  
Leadership students should complete this  
survey.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	social justice
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	leadership
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	simulation/role play
HGSE: Content	principals
HGSE: Content	learning and teaching
HGSE: Pedagogy	small-group discussion

---

Education T402 Section: 1

Learning in Teams: How to create conditions for effective collaboration (181172)

Daniel Wilson

2025 Fall (2 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

Effective teamwork is crucial in the workplace and will be a vital part of your graduate experience. In many university courses, you will collaborate with unfamiliar peers on projects, presentations, and papers. Despite the benefits of collaborative learning in teams, it often proves frustrating and ineffective for many participants. Few groups excel at sharing diverse ideas, resolving differences, making collaborative decisions, or learning from errors. Disagreements can lead to disengagement. Critical feedback may provoke defensiveness. A dominant voice might suppress others' contributions. Why is this and what can you do to make your and others' team learning experience more effective?

This module provides a toolkit of research-based strategies for effectively designing, leading, and collaboratively learning in teams. You will explore and apply strategies from both the classroom, such as cooperative learning and peer-to-peer teaching, and the broader field of team learning and performance,

including concepts like psychological safety, group conflict resolution, and feedback routines. Each week, you will engage in hands-on activities to apply these concepts by designing, observing, and participating in collaborative learning experiences. As part of a critical reflective practice, you will work in teams to use these tools to enhance your own learning in class. The module will focus on real-world examples of teams learning in various contexts, such as schools, musical groups, hospital teams, and athletic teams. Collaboratively, you will design a final project that documents and analyzes team learning in action. Ultimately, this module offers to equip you with practical tools applicable to your university courses and for your future professional practice.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	design a lesson
HGSE: Competencies	make a presentation
HGSE: Competencies	collect qualitative data
HGSE: Content	teams
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Pedagogy	team-based learning
HGSE: Competencies	collaborate
HGSE: Competencies	synthesize readings
HGSE: Content	group dynamics
HGSE: Content	leadership
HGSE: Pedagogy	reflective writing
HGSE: Competencies	design an intervention
HGSE: Pedagogy	experiential learning
HGSE: Competencies	engage in difficult conversations
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	psychology
All: Cross Reg Availability	Available for Harvard Cross Registration

#### Education T406 Section: 01

Educating Incarcerated Youth: Practice, Research, Policy, and Advocacy (213479)

Lynette Tannis

Yanivis Hage

2025 Fall (4 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

20

\*Lottery-Based Enrollment\* Our nation's youth who are incarcerated are arguably our most disenfranchised population. They are disproportionately children of color, children with special needs, children living in poverty, and children who identify as LGBTQIA+ or non-conforming. Many of them dropped out – or were forced out of school and funneled through the school-to-prison pipeline. Each year, more than 450,000 cases are heard throughout our nation's juvenile courts. Depending on a person's age and nature of the offense, some children are automatically transferred to an adult court and serve their time in adult facilities. Due to a primary institutional focus on safety and security, children who need education as a means to lead productive lives and to positively contribute to society often receive little exposure to high-quality education programs. What must we do to ensure the opportunity gap these children face does not continue to

persist? The premise of this course is that educators, researchers, policy makers, and advocates are prepared to: work effectively with, support, and/or advocate for this disadvantaged and often ignored population. This course provides a lens for examining our nation's juvenile justice educational settings, practical tools for teaching and leading in institutional settings, and a space for urgent dialogue about how we, as a society, will address the learning needs and equitable treatment of marginalized youth. Students will participate in a field visit to a juvenile justice facility and reflect on effective educational practices for the youth who are incarcerated. This course fulfills the Equity & Opportunity elective requirement of the Equity & Opportunity Foundations experience by: (1) studying and discussing incarceration's historical contexts (Historical & Contemporary Understanding); (2) understanding how systems structure opportunity and (in)equities (Structural Understanding); (3) examining how systems vary across regional or cultural contexts (Comparative Perspective); (4) reflecting on individual identities, intersections, and commitments to participate in advancing justice (Personal Responsibility); and, (5) identifying and incorporating advocacy strategies (Strategies for Action). HGSE students wishing to take this course must enroll in the lottery. All other Harvard affiliated students interested in taking this course must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to ensure you are added to the lottery.

Class Notes:

Students will not be enrolled automatically from the wait list after the first day of class 9/5. Please reach out to the instructor for more information.

## Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	system-level leadership
HGSE: Pedagogy	lecture
HGSE: Pedagogy	research project
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	reflective writing
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	synthesize readings
HGSE: Content	lgbtq
HGSE: Content	policy
HGSE: Content	race/ethnicity
HGSE: Competencies	E&O Electives
HGSE: Competencies	develop research questions
HGSE: Competencies	engage in difficult conversations
HGSE: Content	advocacy
HGSE: Content	innovation
HGSE: Pedagogy	socratic discussion
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	make policy recommendations
HGSE: Content	mental health
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	classroom instruction
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	write a policy memo
HGSE: Content	law
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	readings

## Education T408 Section: 1

Evaluating Impact at Scale Through Equity, Evidence, and Ecosystem (220679)

David Dockterman

2026 Spring (4 Credits)

Schedule:

T 1030 AM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

30

\*Lottery-based Enrollment\* T408 exposes the complexities of innovating for impact in education and how a more collaborative and inclusive approach can yield more equitable interventions and results. In this course, educational impact innovation refers to the development and implementation of novel approaches, strategies, and technologies aimed at addressing educational challenges while actively promoting equity. Through a series of panel conversations with leaders in education impact innovation, often through technology, students will explore the tangible and real-world challenges that organizations confront as they attempt to disrupt inequities in education. Applying the lenses of equity, evidence, and ecosystem, students will learn to view and evaluate the potential of funders and organizations to drive and sustain learning impact at scale. By the end of the course, students will have a better sense of where, in the larger ecosystem, to focus their individual future contributions to activate impact.

This course fulfills the Equity & Opportunity elective requirement for Ed.M. students. Enrollment limited to 30 students.

Class Notes: Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	diagnose complex problems
HGSE: Content	entrepreneurship
HGSE: Pedagogy	case-method learning
HGSE: Content	diversity equity inclusion
HGSE: Content	innovation
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	write a case study
HGSE: Competencies	synthesize readings
HGSE: Content	social justice
HGSE: Pedagogy	socratic discussion
HGSE: Pedagogy	readings
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	analyze quantitative data
HGSE: Content	scaling
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	analyze arguments
HGSE: Content	fundraising
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	reflective writing
HGSE: Competencies	understand data
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	strategic planning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	think strategically
HGSE: Competencies	E&O Electives

---

## Education T412 Section: 01

Learning in the Museum: Pedagogies in Practice (220689)

Jen Thum

2026 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

18

Museums are spaces for learners of all kinds to question, wonder, investigate, discuss, and build practical and analytical skills. Based in the diverse, world-class collections at the Harvard Art Museums, this practice-based course explores a variety of strategies for object-based teaching and learning, while taking a critical approach to these pedagogies. We will read key scholarship on a range of methods for teaching with art and other objects, and then model and assess those methods ourselves. With the Art Museums as our home

base, we will explore what museum education can look like for various types of learners and imagine creative ways to engage them longer and more deeply. Course activities will include field-testing and reflecting on various museum learning strategies at the Harvard Art Museums; field trips to other institution types (e.g. natural history and science museums); active discussions; and group work to design hypothetical learning experiences. Readings on theories and methods in museum pedagogy, with a particular emphasis on art museum pedagogy, will form the basis of our inquiries. The final project will be for students to design, propose, and facilitate portions of a museum-based learning experience.

Please note that this course enrolls students by instructor permission only, and admission is fairly competitive. Please see the course Canvas page for instructions on how to apply for this course.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	informal learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Content	learning and teaching
HGSE: Content	instructional design
HGSE: Content	museums
HGSE: Pedagogy	experiential learning
HGSE: Competencies	synthesize readings
HGSE: Content	pedagogy
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	guest speaker(s)
Blue Course Evaluations	ALL
HGSE: Competencies	design a lesson
HGSE: Content	culture
HGSE: Pedagogy	field-based learning
HGSE: Content	arts
HGSE: Content	community
HGSE: Pedagogy	field-based visit(s)
HGSE: Pedagogy	team-based learning
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Competencies	improve teaching practice

---

#### Education T418 Section: 1

Education in Uncertainty (220719)

Sarah Dryden-Peterson

2026 Spring (4 Credits)

Schedule:

MW 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

30

This course is an action-oriented introduction to theory and practice toward socially just education that enables all young people to thrive in settings of uncertainty. As a learning community, we will: (1) Investigate the theoretical foundations of education in uncertainty; (2) Analyze experiences of teachers and students in diverse settings of uncertainty including conflict, migration, and inequality; and (3) Learn how to use these theories and experiences toward policies, curricula, pedagogies, and relationships that allow young people to learn, to belong, and create their futures.

Our learning will be supported by readings, case-based discussions, conversations with people working in schools and communities, and modeling of teaching and learning that embodies realism about the inequalities and harms that surround young people in uncertainty and critical hope toward the creation of different kinds of futures.

This course includes the opportunity to explore the core ideas of the course through a semester-long project through which you will explore people, practices, and policies that facilitate young people in navigating uncertainty and disrupting inequities and deepen your research, writing, and policy analysis skills.

Each week of the course includes a full group class session and a small group tutorial.

This course fulfills the Equity & Opportunity elective requirement of the Equity & Opportunity Foundations experience. Following the foundational learning in August Identity in Context courses, these electives build students' historical and contemporary understanding, structural understanding, personal responsibility, and strategies for action.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	diversity equity inclusion
HGSE: Content	global/international context
HGSE: Pedagogy	readings
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	synthesize readings
HGSE: Content	social justice
HGSE: Content	refugees
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop a theory of action
HGSE: Content	relationships
HGSE: Content	pedagogy
HGSE: Pedagogy	field-based learning
HGSE: Competencies	make a presentation
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	engage in difficult conversations
HGSE: Pedagogy	discussion sections
HGSE: Competencies	think strategically
HGSE: Content	immigration
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	E&O Electives
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	multimedia texts
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	reflective writing

---

#### Education T421 Section: 01

Arts & Learning Practicum (220731)

Louisa Penfold

2026 Spring (2 Credits)

Schedule:

M 1030 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

15

Students will undertake a field-based practicum in a learning setting - such as a local school, early childhood center, museum, or community-based organization - where they will plan and facilitate arts experiences with and for communities. Students will also attend weekly workshops where they can share documentation, discuss learnings, and engage in collective reflective inquiry. These discussions will encourage reflection on the practices, expectations, and beliefs we bring to the creative practice of arts education, the design of learning environments, and the vision for the work that we do. By gaining field experience and developing new perspectives, students will examine their creative practice in a deep and intentional way. Partner organizations include:

- Boston Public Schools
- Boston Children's Museum
- American Repertory Theatre (ART)
- Harvard Dance Center
- Other local arts organizations (TBD)

Students are also welcome to organize their own practicum in consultation with the teaching team however these will need to be approved by the instructor (Dr Penfold) by January 16, 2026. Two or four credit options are available. Students earning 4 credits are expected to commit 8 hours per week of practical work for a full semester plus attend the weekly reflection workshop. Students earning two credits are expected to commit 3-4 hours a week of practical work for a full semester or 8-10 hours a week for a half semester plus attendance at the weekly reflection workshop. A learning contract is developed between the student and a site supervisor then approved and assessed by the faculty advisor.

T421 has a limited enrollment of 15 students. Preference will be given to those students enrolled in the Arts and Learning concentration. Instructor permission required to enroll. Please complete this survey form to express interest in the class: <https://forms.gle/hPikZFcQ3rK1X2yn7>

#### Course Notes:

##### Student Assessment

Participation in on-site field work

Participation in weekly in-class reflective workshops at HGSE

Weekly reflective journal entries

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	collaborate
HGSE: Content	action research
HGSE: Content	professional development
HGSE: Content	arts
HGSE: Pedagogy	field-based learning
HGSE: Content	learning and teaching
HGSE: Pedagogy	internship
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning
Blue Course Evaluations	ALL
HGSE: Competencies	make a presentation
HGSE: Competencies	deliver a lesson
HGSE: Competencies	develop curriculum
HGSE: Content	museums
HGSE: Content	decision-making

Attribute	Value(s)
HGSE: Competencies	design a lesson
HGSE: Content	community
HGSE: Content	career development
All: Cross Reg Availability	Not Available for Cross Registration

Education T422 Section: 1

# Designing Intercultural Learning Experiences (220797)

# Liz Duraisingham

2026 Spring (2 Credits)

## Schedule:

T 0900 AM - 1145 AM

Instructor Permissions: None

## Enrollment Cap:

n/a

Classrooms comprised of students from different cultural backgrounds. Online learning spaces that connect students from around the world. In-person or online encounters with unfamiliar cultures or communities. In an age that feels increasingly interconnected yet divided, how can educators design learning experiences that invite learners to develop more nuanced understandings of the concept of culture and different cultures including their own? And how might learners be supported to develop the curiosity, care, and confidence to engage in meaningful intercultural dialogue? Drawing in particular from Project Zero's decade-long The Open Canopy project (until recently known as Out of Eden Learn), this hands-on module introduces principles and tools for designing powerful in-person and online intercultural learning opportunities for learners of all ages. It also introduces some theoretical background for thinking critically and carefully about intercultural or globally minded education initiatives and the ways in which they align--or do not--with other educational objectives.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Content	global/international context
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a curriculum
HGSE: Content	culture
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	collaborate
HGSE: Content	pedagogy
HGSE: Pedagogy	readings
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	reflective writing
HGSE: Pedagogy	experiential learning
HGSE: Competencies	analyze qualitative data

Education T428M Section: 1

Designing Learning Places (222006)

Daniel Wilson

2026 Spring (2 Credits)

## Schedule:

MTWRF 0900 AM - 0400 PM

Instructor Permissions: None

### **Enrollment Cap:**

n/a

Learning unfolds within and across places, whether within school classrooms, across small outdoor tables, in virtual chat rooms, or on quiet library couches. Such places contain various locations, spaces and objects that mediate meaning-making, such as classrooms, furniture to focus and tools to assist thinking and expression. Other elements, such as surfaces, lighting, temperature, colors and acoustics can combine to create a sense of safety and calm. Or they can mix in jarring and disruptive ways that undercut learning. How can places be better designed with learning in mind? This course explores the intersection of contemporary theories of learning, pedagogy and spatial design. Students will explore research studies, cases, and Boston-area examples of places with architectural affordances for learning, such as co-constructing knowledge, encountering different perspectives, practicing skills, and getting feedback. While physical environments will be the primary focus, the course will allow opportunities for students to explore and apply lessons from and to digital and hybrid learning spaces. The course aims to provide students with frameworks for conceptualizing, processes for designing, and tools to facilitate and assess effective learning environments.

**Class Notes:**

Course will break from 12:00-1:00pm for lunch. Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/13/2026.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Competencies	collect qualitative data
HGSE: Content	organizations
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	lab sessions
HGSE: Competencies	collaborate
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	field-based visit(s)
HGSE: Content	social contexts
HGSE: Competencies	make a presentation
HGSE: Competencies	design a school
HGSE: Content	innovation
HGSE: Pedagogy	team-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	design thinking
HGSE: Content	learning theory
HGSE: Pedagogy	project-based learning

**Education T446 Section: 1**

Leading Workplace Learning (223023)

Daniel Wilson

2025 Fall (2 Credits)

Schedule:

R 1030 AM - 0115 PM

Instructor Permissions: None

Enrollment Cap:

n/a

How do corporations, start-ups, non-profits, and other organizations effectively support learning in the workplace? What are the guiding theories, concepts and practices of workplace learning? Success in today's

global, distributed and high-velocity environments require organizations to prioritize learning and development in order to adapt. In response, organizations have increasingly added new roles, such as Chief Learning Officers, that develop and oversee a variety of learning experiences and programs - ranging from leadership and talent development, change management, onboarding, and communities of practice. Each of these aims to support development, change and innovation in the workplace. This module will explore how leaders at all levels effectively design and support individual, group and organizational learning in contemporary workplaces.

In this module students will explore the nature of workplace learning, the learning theories on which experiences and programs are built (e.g., social learning theory, adult development, situated learning, etc.), and key research-based concepts that enable their success (e.g., psychological safety, informal learning, self-determination, etc.). Students will engage with organizational learning leaders and learn from a variety of examples from real organizations that excel at embedding learning into workplaces. The course will offer opportunities to meet and discuss challenges of workplace learning with leaders involved in Project Zero's [Learning Innovations Lab \(LILA\)](#). For over twenty-five years, the LILA research project has convened leaders of learning from sectors such as health care, technology, manufacturing, finance, education, government, pharmaceuticals, and transportation.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	reflective writing
HGSE: Competencies	diagnose complex problems
HGSE: Pedagogy	small-group discussion
HGSE: Content	learning theory
HGSE: Content	professional development
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	adult development
HGSE: Competencies	design an intervention
HGSE: Content	organizations
HGSE: Content	career development
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	readings
HGSE: Content	informal learning

#### Education T490 Section: 1

Reframing Inclusive Education: Supporting SIWDs through classroom community and asset-based pedagogy (224903)

Ebony Perouse-Harvey

2026 Spring (4 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Historically, general education classrooms have been sites of exclusion for students identified with disabilities (SIWDs) and based on the assumption of a unidirectional benefit from general education students to SIWDs. Studies have shown that general education students and SIWDs benefit socially and academically

from inclusive environments. Uplifting the brilliance and contributions of SIWDs hinges on the daily pedagogical decisions we make as teachers to disrupt these assumptions. In this course, we will work to unearth the complexity involved in supporting SIWDs' social and learning needs and highlighting the strengths and knowledge they bring to our classrooms. We will explore the following themes: Developing Inclusive Educational Spaces; Exploring the Relationship Between Inclusive & Special Education Across Contexts; and Backwards Design and Universal Design for Learning. Developing Inclusive Educational Spaces: We will discuss how we, as practitioners, can disrupt the unspoken belief that SIWDs are the only students with "needs" in the classroom. And instead, normalize the co-creation of spaces where everyone's strengths are acknowledged, and areas of need are met. Exploring the Relationship Between Inclusive & Special Education: We will explore the relationship between inclusive and special education, two separate areas of research with overlapping goals. We will also explore international approaches to inclusive and special education and discuss how they can inform our practice across contexts. Backwards Design and Universal Design for Learning: We will explore how to leverage backwards design and Universal Design for Learning in designing more inclusive educational spaces.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	universal design for learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	improve teaching practice
HGSE: Content	disability/ableism
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion

#### Education T510A Section: 1

Social Media, Generative AI, and Youth Well-Being: Learning and Teaching for Digital Thriving (218739)

Beck Tench

2026 Spring (2 Credits)

Schedule:

MTWRF 0900 AM - 0400 PM

Instructor Permissions: None

Enrollment Cap: n/a

Educators, policymakers, and designers are navigating a digital landscape engineered for attention and, increasingly, intimacy. Young people are disproportionately affected by these systems, yet their voices and insights are rarely centered. Rather than treating youth as puzzles to be solved, this course invites adults to interrogate their own assumptions, habits, and mindsets. Together we ask: What do we need to understand — about technology, market forces, and ourselves — to navigate these systems and guide others? What does the latest evidence really say (and not say) about technology's effects on young people? What are adults missing that teens most want us to know? And how can educators cultivate agency, equity, and empathy amid rapid technological change? Through fireside chats with experts, reflective design sprints, and data sense-making sessions, we will: (1) examine our own digital lives and assumptions, (2) gather insights from young people about their digital experiences, (3) explore evidence-based approaches to digital thriving, and (4) develop nuanced perspectives on how technology affects learning and connection.

Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu).

This request must be submitted before 8:00am on 1/13/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	mental health
HGSE: Content	values
HGSE: Content	technology
HGSE: Competencies	analyze qualitative data
HGSE: Competencies	conduct an interview
HGSE: Competencies	analyze arguments
HGSE: Pedagogy	design thinking
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	reflective writing
HGSE: Content	adolescent development
HGSE: Content	learning and teaching
HGSE: Content	social media
HGSE: Pedagogy	readings
HGSE: Competencies	collect qualitative data
HGSE: Competencies	mindset
HGSE: Pedagogy	lecture

---

Education T519 Section: 1

Digital Fabrication and Making in Education (205640)

Bertrand Schneider

2025 Fall (4 Credits)

Schedule:

M 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

22

\*Lottery-Based Enrollment\* This course is a hands-on course on making and digital fabrication in education. Students will learn to prototype learning toolkits, educational toys, science kits, and technology-enhanced manipulatives using state-of-the-art fabrication machines (e.g., 3D printers, 3D scanners, laser cutters, sensors, robotics). A special focus of the course will be to design low-cost, appropriate technologies for a wide range of learners.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	instructional design
HGSE: Content	technology
HGSE: Pedagogy	reflective writing
HGSE: Competencies	collaborate
HGSE: Competencies	code scripts/software
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Content	psychology
HGSE: Content	innovation
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation

Attribute	Value(s)
HGSE: Limited Enrollment	XREG Allowed

## Education T522 Section: 01

Impact by Design (181227)

David Dockterman

2025 Fall (4 Credits) Schedule: W 0130 PM - 0415 PM

Instructor Permissions: None Enrollment Cap: n/a

For learning designs and innovations to be effective, they should be based on and inspired by rigorous evidence about how and why people learn and behave. This process of translating evidence from the learning sciences into practices that can drive learning impact in real world contexts is the focus of Impact by Design. Students will learn and apply generalizable tools and habits through projects addressing one of several impact design challenges. Students will: do accelerated, AI-supported literature reviews to gain an understanding of the existing relevant research; identify and reach out to relevant domain experts to inform problem-definition and potential solutions; interview members of the impact ecosystem in which their problem persists to understand contextual needs and constraints; ideate and articulate testable, evidence-supported theories of action that can generate observable change; and develop minimal prototypes to evaluate their theories of action and guide iterative revisions. This hands-on course prepares students to engage effectively in impact-centered, research-informed learning design across settings and domains.

Class Notes: LDIT ONLY. This course is only open to LDIT students and satisfies the Program Core Experience (PCE) requirement. T550 (Professor Karen Brennan) and T543 (Professor Tina Grotzer) also satisfy this requirement. Students may take any one of these three courses to satisfy the PCE requirement, and are welcome to take additional courses from these three as electives.

Requirements: Required for and limited to students in the Learning Design, Innovation, and Technology program.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Competencies	conduct an interview
HGSE: Content	learning differences
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	design an intervention
HGSE: Content	technology
HGSE: Content	action research
HGSE: Content	pedagogy
HGSE: Content	universal design for learning
HGSE: Pedagogy	reflective writing
HGSE: Competencies	facilitate group process
HGSE: Competencies	collect qualitative data
HGSE: Competencies	think strategically
HGSE: Competencies	develop curriculum

Attribute	Value(s)
HGSE: Content	motivation
HGSE: Content	scaling
HGSE: Content	entrepreneurship
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop research questions
HGSE: Competencies	develop a theory of action
HGSE: Content	process improvement
HGSE: Content	instructional design
HGSE: Content	innovation
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	diagnose complex problems
HGSE: Competencies	collaborate
HGSE: Pedagogy	team-based learning

## Education T523 Section: 01

Formative Evaluation for Educational Product Development (181228)

Christine Reich

2026 Spring (4 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap:

54

"Lottery-Based Enrollment" Formative evaluation is a systematic process of gathering, analyzing and interpreting data for the purpose of improving educational programs and products. This course is designed for teachers, producers, researchers, museum educators, and educational product developers interested in methodologies and issues related to the evaluation of educational products. Through problem-based instruction, students will focus on evaluating one educational product throughout the semester. Students will identify the goals of the project, create an evaluation instrument to assess these goals, observe behaviors and gather user feedback, and convey the findings through both a written and an oral report. This semester, multiple organizations will serve as the learning lab for the course projects and students will choose from a pre-determined list of products to study. Although the projects are narrow in range, the skills are applicable across disciplines and kinds of educational products.

Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Content	museums
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	field-based project
Blue Course Evaluations	ALL
HGSE: Competencies	analyze qualitative data
HGSE: Content	informal learning
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	understand data

Attribute	Value(s)
HGSE: Competencies	write a research/analytic paper
HGSE: Competencies	collect quantitative data
HGSE: Pedagogy	team-based learning
HGSE: Competencies	make a speech
HGSE: Competencies	collaborate
HGSE: Competencies	conduct an interview
HGSE: Content	data analysis
HGSE: Content	evaluation
HGSE: Pedagogy	lecture
HGSE: Pedagogy	research project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	design a survey instrument
HGSE: Competencies	manage a consulting project
HGSE: Content	program evaluation
HGSE: Limited Enrollment	LIMITED ENROLLMENT
HGSE: Competencies	develop research questions
HGSE: Competencies	create data visualizations
HGSE: Competencies	collect qualitative data
HGSE: Content	formative evaluation
HGSE: Content	research methods

## Education T530 Section: 1

Designing and Producing Media for Learning (181235)

Joe Blatt

2026 Spring (4 Credits)

Schedule:

W 0430 PM - 0715 PM

Instructor Permissions: Instructor

Enrollment Cap:

16

This seminar is designed to introduce you to the experience of envisioning and creating media materials for learning. As a participant, you will have the opportunity to design, produce, test, and revise an individual small-scale project. In other words, you get to choose the topic, objective, audience, and medium of your own project, and create it yourself.

Most full-scale media projects are collaborative efforts, in which a team undertakes a series of coordinated activities, including content and audience research, creative design, production of pilot materials, formative testing, and redesign. To explore this process, we will also meet together as a "production team" to review, critique, and advance one another's work.

Through readings, screenings, and encounters with expert practitioners, we will come to grips firsthand with issues of conceptualizing, designing, fashioning, and evaluating media projects. We will explore several analytic frameworks drawn from both instructional design and informal education research, and we will examine how different pedagogical, aesthetic, and functional attributes contribute to the success of different learning goals.

You may design your creative product in the medium of your choice, including video, photography, graphics, apps, games, or other formats for broadcast, exhibition spaces, multimedia, the web, smart mobile devices, or other outlets.

No previous design or production experience is required or expected -- this course is intended specifically for

students who are eager to create a media product but haven't had the opportunity (or the confidence) to try. The teaching team, along with HGSE IT and TLL staff, will help you acquire production skills as needed to pursue your individual project. The course will culminate in a premiere party, celebrating your completed project with classmates and guests.

Permission of instructor required. Prior production experience is not required - this is an introductory course. Following the preview session, prospective students will be asked to submit a brief project description, outlining objective, audience, and medium. Variety and diversity will be key criteria for selecting participants. Viewing the course preview and attending the live Q&A session are essential for students considering this course.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	make a presentation
HGSE: Content	social media
HGSE: Content	museums
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	design thinking
HGSE: Competencies	conduct an interview
HGSE: Content	motivation
HGSE: Content	technology
HGSE: Pedagogy	reflective writing
HGSE: Content	arts
HGSE: Pedagogy	multimedia projects
HGSE: Competencies	design a lesson
HGSE: Competencies	collect qualitative data
HGSE: Content	curriculum development
HGSE: Content	learning and teaching
HGSE: Content	diversity equity inclusion
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	use video editing software
HGSE: Pedagogy	experiential learning
HGSE: Pedagogy	discussion sections
HGSE: Competencies	debate
HGSE: Competencies	facilitate group process
HGSE: Competencies	develop curriculum
HGSE: Content	instructional design
HGSE: Pedagogy	project-based learning
HGSE: Competencies	deliver instruction
HGSE: Competencies	collaborate
HGSE: Content	formative evaluation
HGSE: Content	media
HGSE: Content	evaluation
HGSE: Content	innovation
HGSE: Pedagogy	curriculum-design project

---

Education T537 Section: 1

Rapid Prototyping of Educational Products (213659)

Bertrand Schneider

2026 Spring (4 Credits)

Schedule:

MTWRF 0900 AM - 0400 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

In this J-Term course, students will create an educational product using digital fabrication, the process of making or building by using tools controlled by a computer or digital data (for example laser cutters, 3D printers, electronics, micro-controllers, physical computing, and more). Students will learn how to define a problem of interest, ideate, prototype, test, and iterate on several prototypes. The prerequisite for enrolling in this course is to have a project that could be built using digital fabrication tools, for example a physical toolkit or learning environment. This J-Term course is especially appropriate for students who have been working on an educational product in the Fall Semester (e.g., in T550, T522) or who have an educational project that lends itself to digital fabrication.

Permission of instructor required. Enrollment is limited. Please fill this form by November 9th: <https://bit.ly/t537-apply>

Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/6/2026.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	design an intervention
HGSE: Pedagogy	project-based learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	technology

---

Education T543 Section: 01

Research-Based Instructional Design: Applied Cognitive and Learning Sciences (181246)

Tina Grotzer

2025 Fall (4 Credits)

Schedule:

F 0900 AM - 1145 AM

Instructor Permissions: Instructor

Enrollment Cap:

37

This course explores specific principles from cognitive and learning science with important implications for instructional and curriculum design. It considers how research findings on topics such as transfer, analogy, metacognition, conceptual change, explanation, mental models, novice-expert shifts, causal reasoning, and the nature of beliefs about intelligence interact with instructional design choices. The course draws upon the rich research findings in cognitive and learning sciences, including those that are older and still important to instructional design. Discourse ranges from learning theory to grounded examples from the classroom, educational technology, and other learning designs. Most examples focus on K-12, but the course principles are also relevant to instructional design for adults. There is a strong focus on application rather than dissecting debates in the research. The course will consider the integration of Gen AI into instructional design. The class format involves active processing of the research principles. It includes brief lectures, activities, simulations, and discussion. There are weekly readings and research summaries. Students develop and workshop an instructional design throughout the semester with guided support. They may work individually or with a partner and the focus of the project is based on interest. Weekly workshop-style

sections will support students in applying course concepts to their project topic.

In addition, students are expected to attend a weekly, 50 minute, section meeting to workshop their projects. Permission of instructor required. Enrollment limited to 30.

**Class Notes:** For LDIT students: This course satisfies the Program Core Experience (PCE) requirement. T522 (Instructor: Dockterman) and T550 (Instructor: Brennan) also satisfy this requirement. Students may take any one of these three courses to satisfy the PCE requirement and are welcome to take additional courses from these three as electives.

**Additional Course Attributes:**

Attribute	Value(s)
HGSE: Pedagogy	experiential learning
HGSE: Competencies	design a lesson
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	small-group discussion
HGSE: Competencies	mindset
HGSE: Content	cognitive development
HGSE: Content	classroom instruction
HGSE: Competencies	develop curriculum
HGSE: Content	curriculum development
HGSE: Pedagogy	lecture
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	improve teaching practice
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	readings
HGSE: Content	metacognition
HGSE: Content	learning and teaching
HGSE: Content	pedagogy
HGSE: Pedagogy	curriculum-design project
HGSE: Pedagogy	project-based learning
HGSE: Competencies	assess cognitive challenges
HGSE: Content	teaching for understanding
HGSE: Content	instructional design

---

**Education T549 Section: 01**

Technology-enhanced Language Learning and Teaching (220688)

Nicole Mills

2026 Spring (4 Credits)

Schedule:

T 1030 AM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

30

Languages can connect learners to multilingual communities and cultures, both locally and globally, and technology has the potential to enhance our interactions with the globalized world. This course presents a comprehensive exploration of the role of emerging technologies in the teaching and learning of languages and cultures. Students will engage in an in-depth examination of current theories and trends in language pedagogy and applied linguistics research and examine their connection to existing technology enhanced language learning platforms. Virtual and augmented reality, artificial intelligence, software applications, social media, global simulations, and beyond will be explored for their potential to promote interaction, cultural competence, and global citizenship. Through state-of-the-art models, invited speakers,

demonstrations, and experimentation with language learning applications, students will critically evaluate the interface between language pedagogy and emerging technologies. Interactive discussions and projects will encourage students to brainstorm and design innovations to the field of language pedagogy that foster a theory meets practice orientation.

Enrollment is limited. Interested students should submit a brief application. Details will be provided in the course video preview and live Q&A session.

### **Additional Course Attributes:**

Attribute	Value(s)
HGSE: Content	language and literacy
HGSE: Competencies	design an intervention
HGSE: Content	technology
HGSE: Limited Enrollment	LIMITED ENROLLMENT
Blue Course Evaluations	ALL
HGSE: Competencies	write a literature review
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	design thinking
HGSE: Pedagogy	guest speaker(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	collaborate
HGSE: Content	innovation
HGSE: Pedagogy	experiential learning
HGSE: Content	instructional design

Education T550 Section: 1

Designing for Learning by Creating (181253)

Karen Brennan

2025 Fall (4 Credits)

## Schedule:

W 0900 AM - 1145 AM

Instructor Permissions: None

## Enrollment Cap:

n/a

How do we design learning experiences that are meaningful, engaging, and support learner agency? In T550, we explore this question through the lens of constructionism, a theory of learning that underscores the importance of personalizing, creating, sharing, and reflecting in learning experiences. The class is guided by the core tenets of constructionism, both in content and in process. You will be invited to personalize, create, share, and reflect throughout the semester, through weekly readings, reflective writing, small projects, and a term-long project. By participating in the T550 creative community, you will engage with the theory and practice of designing for learning by creating--for yourself and for others.

No prerequisites; no prior experience with constructionist approaches to learning design required. Any learner who is interested in exploring the theory and practice of learning through creating is encouraged to enroll. Auditors are not permitted. Students must attend the first class on Wednesday, September 3, 2025 to participate in this course.

For LDIT students: This course satisfies the Program Core Experience (PCE) requirement. T522 (Professor David Dockterman) and T543 (Professor Tina Grotzer) also satisfy this requirement. Students may take any one of these three courses to satisfy the PCE, and are welcome to take additional courses from these three as electives.

Class Notes:

For LDIT students: This course satisfies the Program Core Experience (PCE) requirement. T522 (Professor David Dockterman) and T543 (Professor Tina Grotzer) also satisfy this requirement. Students may take any one of these three courses to satisfy the PCE, and are welcome to take additional courses from these three as electives.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	pedagogy
HGSE: Pedagogy	design thinking
HGSE: Content	learning theory
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	experiential learning
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	learning and teaching
HGSE: Pedagogy	peer learning

---

Education T560 Section: 01

Universal Design for Learning: Theory, Practice, and Innovation (181256)

Jose Blackorby

Elizabeth Hartmann

2026 Spring (4 Credits)

Schedule:

F 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

Educators are typically equipped with technology, media, and materials that are "one size fits all" and that have been designed primarily for a narrow and illusive group of "regular" students. This course will explore an alternative approach--universal design for learning (UDL)--that creates curricula and learning environments that are designed to meet the needs of a much wider range of student abilities and disabilities. The UDL framework takes advantage of advances in two fields: (1) the cognitive neuroscience of learning and individual differences and (2) the universal design of educational technologies and multimedia. This course will explore recent advances in both of these fields through readings, media, design workshops, and practical applications of UDL. We take a collaborative approach and work in teams to examine and design learning environments, curriculum, and technology.

Students are expected to attend one 90-minute class meeting a week and one 60-minute huddle a week. Students will need to be available for the course meeting time to enroll in this course. Final assignment of huddle meeting times will not happen as part of course enrollment in my.harvard.edu, but instead will be coordinated by the course teaching team.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Content	teaching for understanding

Attribute	Value(s)
HGSE: Content	neuroscience
HGSE: Pedagogy	team-based learning
HGSE: Competencies	use video editing software
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	lab sessions
HGSE: Competencies	develop a theory of action
HGSE: Competencies	write a research/analytic paper
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	E&O Electives
HGSE: Content	learning differences
HGSE: Content	universal design for learning
Blue Course Evaluations	ALL
HGSE: Competencies	collaborate

## Education T561 Section: 1

Transforming Education Through Emerging Technologies (181257)

Bertrand Schneider

2026 Spring (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap:

n/a

\*\*\* NEW COURSE STRUCTURE \*\*\* Transforming Education Through Emerging Technologies explores four key domains shaping the future of education: digital fabrication, immersive technologies, artificial intelligence, and sensor-based assessment of learning. Students will work on mini-projects that build real skills in designing educational toolkits (using digital fabrication tools like laser cutting), prototyping AR experiences, AI-supported instructional tools, and running small multimodal analytics studies (using sensors such as eye-tracking). Each domain will be explored through short lectures, student-led discussions, practical lab sessions, and studio-style critique to help students connect learning theory with the pedagogical affordances of each technology. Students may complete three of the four mini-projects plus a critical reflection, or undertake all four; the course will culminate in a final project that extends one (or more) of these mini-projects. This course is ideal for students interested in the EdTech industry or learning sciences research, aspiring learning designers, and anyone curious about how emerging technologies can meaningfully shape teaching and learning. The course will have 7 lab sections spread out during the semester; attendance to the lab sections is mandatory (either on Thursday 5-6pm or Friday 12-1pm). This course has been completely redesigned. No prior technical experience is required.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	analyze arguments
HGSE: Content	scaling
HGSE: Content	identity
HGSE: Content	entrepreneurship
HGSE: Pedagogy	simulation/role play
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	lab sessions
HGSE: Pedagogy	team-based learning
HGSE: Competencies	write a research/analytic paper
HGSE: Content	school reform
HGSE: Content	curriculum development

Attribute	Value(s)
HGSE: Pedagogy	research project
HGSE: Competencies	collaborate
HGSE: Content	higher education
HGSE: Content	student achievement
HGSE: Content	learning and teaching
HGSE: Content	causal reasoning
HGSE: Pedagogy	online and blended learning
HGSE: Content	motivation
HGSE: Content	policy
HGSE: Competencies	make a presentation
HGSE: Competencies	develop curriculum
HGSE: Pedagogy	field-based project
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social media
HGSE: Content	strategic planning
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	peer learning
HGSE: Pedagogy	lecture
HGSE: Pedagogy	case-method learning
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	project-based learning
HGSE: Competencies	think strategically
HGSE: Content	assessment
HGSE: Content	technology
HGSE: Content	leadership
HGSE: Pedagogy	experiential learning
HGSE: Content	social justice
HGSE: Content	pedagogy
HGSE: Content	innovation
HGSE: Content	classroom instruction

## Education T564A Section: 1

Vibe Coding (226792)

Karen Brennan

2025 Fall (2 Credits)

Schedule:

R 0430 PM - 0715 PM

Instructor Permissions: None

Enrollment Cap: n/a

How can we use the creative potential of AI to manifest our wonderful ideas in code? We find ourselves amidst a fundamental shift in who can code and how code gets created, as generative AI challenges longstanding barriers to programming. In this six-session module, we'll explore this shift through "vibe coding": an intuitive, tinkering approach where imagination becomes software through AI collaboration. Rather than learning syntax and algorithms, we'll explore how to design with AI as a creative partner. One of the best ways to understand AI is to play with it. As such, each week, our learning community will investigate the opportunities and limitations of AI by trying new tools, creating digital artifacts (like web apps, games, and interactive art) through hands-on exercises, reading critical texts, and reflecting on our creative processes. Through supportive peer collaboration and guided exploration, you'll develop practical skills in prompting, critiquing, and iterating with AI while creating a portfolio of digital projects.

No prerequisites; no prior experience with AI or coding required. Cross-registrants and auditors are not

permitted. Students must attend the first class on Thursday, October 16, 2025 to participate in this module.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	peer learning

---

Education T565 Section: 01

Entrepreneurship in the Education Marketplace (181258)

Angela Jackson

2025 Fall (4 Credits)

Schedule:

R 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap:

65

\*Lottery-Based Enrollment\* Creative entrepreneurs change education by establishing new products and services. This course is designed to help prepare students as founders, to start their own companies, or as joiners, to join a startup or existing organization, typically in a product management, marketing/strategy or in a business development and fundraising role.

Whether you intend to innovate in the commercial or non-profit sector, or operate in a tech company, a school district, a university, or a research institution; your effectiveness depends not only on good ideas, but also on market research and pragmatic business planning. This course provides an understanding of the unique dynamics of the education marketplace and a practical approach for analyzing market conditions and designing a business plan.

To understand the unique features of the education marketplace – including the sales cycle, funding sources, industries—inform students' projects. Teams will create a Go-To-Market plan by answering such questions as: How do you use Competitive Analysis to design a marketing program? How do you create a dynamic financial plan to raise funding? How do you design and leverage a value proposition to differentiate your products and decision-making processes, and business structures – students will explore data sources and analyze market segments. Working in teams, students will learn how to evaluate competitors, integrate product development, funding, marketing, and sales and combine these components in a business plan.

Selected readings, case studies, and discussions with current leaders in education, philanthropy, impact investing and venture capital.

This course fulfills the Program Core Experience (PCE) requirement for students in the Education Leadership, Organizations and Entrepreneurship (ELOE) program. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to ELOE students.

Admission is by lottery, please follow the lottery instructions on the website of the [Office of the Registrar](#). HGSE students given preference.

Class Notes:

For students in the ELOE program, this course fulfills the ELOE Program Core Experience (PCE) requirement if taken for a letter grade. It may also be taken as an elective. While fulfilling the ELOE requirement, the course is open to all students, with no enrollment preference given to

ELOE students.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	prepare budgets
HGSE: Content	entrepreneurship
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	team-based learning
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	develop a business proposal or plan
HGSE: Content	strategic planning
HGSE: Pedagogy	guest speaker(s)
HGSE: Competencies	create data visualizations
HGSE: Content	fundraising
HGSE: Content	budgeting
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	apply economic concepts
HGSE: Competencies	think strategically
All: Cross Reg Availability	Available for Harvard Cross Registration

---

Education T566 Section: 1

Learning Design for All (223022)

Amin Marei

2025 Fall (4 Credits)

Schedule:

TR 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

70

\*Lottery-Based Enrollment\* Innovations in education technology are making it possible to reach learners in ways that were once unimaginable. This course critically examines the complexity of navigating the affordances and limitations of technology to design global learning experiences that respond to learners' different needs, contexts, and lived experiences. We will explore the following questions: Can education technology effectively support learners with different backgrounds at scale? Can it foster meaningful learning across varied cultural, social, and economic contexts? Can it help ensure that learners who are often left on the margins have the support they need to succeed?

Students will examine how the design of human-centered technology-enabled education interventions involves a complex process of negotiating various cultures (e.g., languages, spiritual beliefs), resource limitations (e.g., limited funding for contextualizing content for all learners), ecosystems (e.g., infrastructure affordances per country), and education theories (e.g., constructivism, instructivism) to advance learning. By critiquing existing technological interventions and working on collaborative projects, students will design technology-based strategies aimed at creating learning environments that are practical, responsive, and suitable for implementation across a wide range of settings.

The course will feature guest expert sessions and case studies that illustrate the practical realities of "designing for all," allowing students to gain a deeper understanding of the opportunities and challenges in building learning technologies that serve a broad range of learners.

This course is ideal for students passionate about using technology to drive positive educational change, who aspire to design thoughtful, learner-responsive environments that reflect the needs and experiences of

learners around the world, and who see themselves as builders ready to advance learning and engage with experts from across the globe.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Limited Enrollment	XREG Allowed
HGSE: Competencies	E&O Electives

Education T567 Section: 1

Becoming AI Literate for the Future of Education: Concepts, Techniques, and Applications (226810)

Ying Xu

2026 Spring (4 Credits)

## Schedule:

MTWRF 0900 AM - 0500 PM

Instructor Permissions:  Instructor

### Enrollment Cap:

70

\*Lottery-based Enrollment\* AI literacy is rapidly becoming a core competency for practitioners, researchers, and policymakers in the education space. As AI technologies continue to shape the future of teaching, learning, and policy, it is critical for education professionals to develop a foundational understanding of AI concepts and practices.

This J-Term course is designed to equip students with essential AI literacy skills, enabling them to engage confidently in future explorations—whether building AI tools, conducting AI and education research, or shaping policies that govern the use of AI in educational settings. Through iterative exploration and real-world application, the course will demystify the AI "black box," introducing students to practical and widely used AI techniques.

What differentiates this course from other AI-related technical courses offered by SEAS, HBS, HKS, or MIT is its starting point: we begin with educational needs as the driving force for conceptualizing what AI systems should look like. All discussions and applications are grounded in authentic educational contexts, rather than abstract or purely technical scenarios. This approach not only helps students quickly connect AI concepts and techniques to their own thinking and needs as education practitioners and researchers, but also fills a critical gap in existing course offerings — providing a curriculum specifically designed for those working at the intersection of AI and education.

## Class Notes:

Non-HGSE students cross registering into Lottery-based Enrollment courses must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu) to request to be added to the lottery event. Please see this page of the [Office of the Registrar website](#) for more information. Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/6/2026.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Limited Enrollment	JAN - Residential Courses
HGSE: Limited Enrollment	JAN -XREG Allowed
All: Cross Reg Availability	Available for Harvard Cross Registration

### Education T581 Section: 01

Digital Prototyping for Deeper Learning (181260)

Louisa Rosenheck

2026 Spring (4 Credits)

Schedule:

T 0130 PM - 0415 PM

W 0600 PM - 0800 PM

Instructor Permissions: None

Enrollment Cap: n/a

In this project-based studio course, students will design and prototype educational technologies that foster deeper learning. Building on pedagogies, learning theories, and design frameworks from prior coursework, students will apply their knowledge to create working digital prototypes.

Throughout the semester, we will explore two essential questions: 1) What kinds of designs enable educational technologies to support deep, meaningful learning experiences? 2) What design processes help us conceptualize and develop these impactful tools?

The first half of the course focuses on short design challenges, taking students through rapid cycles of conceiving, prototyping, playtesting, and iteration. In the second half, students will collaborate on small group projects, going through an authentic design process to develop functioning digital prototypes. Weekly lab sessions will introduce basic coding concepts and support the use of tools such as vibe coding and other prototyping tools.

Throughout the course students will be encouraged to center deeper learning—experiences that go beyond content knowledge to cultivate future-ready skills, mindset shifts, and learner agency. By the end of the course, students will have a portfolio of original design work and be able to articulate how technology can be thoughtfully designed to support transformative learning.

This course requires a commitment to creative design work, a willingness to play with new ideas, and comfort with ambiguity. Students are expected to work hard, take risks, and have fun, and they will come out of this course as confident, innovative ed tech designers.

No prerequisites, but familiarity with design and/or education technology (through prior coursework or other experience) will be helpful.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	practice equity and inclusion
HGSE: Content	instructional design
HGSE: Content	technology
HGSE: Content	innovation
HGSE: Pedagogy	project-based learning
HGSE: Pedagogy	lab sessions
HGSE: Content	media
HGSE: Pedagogy	discussion sections
HGSE: Content	community
HGSE: Pedagogy	multimedia projects
HGSE: Pedagogy	curriculum-design project
HGSE: Competencies	facilitate group process
HGSE: Pedagogy	team-based learning

Attribute	Value(s)
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	develop a theory of action
HGSE: Competencies	identify one's leadership strengths & limitations
HGSE: Content	learning and teaching
HGSE: Pedagogy	design thinking
Blue Course Evaluations	ALL
HGSE: Competencies	collaborate
HGSE: Competencies	design an intervention
HGSE: Competencies	code scripts/software

## Education T595 Section: 1

AI and the Developing Child (224906)

Ying Xu

2025 Fall (4 Credits)

Schedule:

T 0130 PM - 0415 PM

Instructor Permissions: Instructor

Enrollment Cap: 40

\*Lottery-Based Enrollment\* This course uses a developmental perspective to examine the emerging role and impact artificial intelligence (AI) has on children's cognitive and social development from early childhood to adolescence. Students will engage in readings, discussions, simulations, and design activities to explore a series of topics throughout the semester. Several examples include how children understand and interact with AI, how children learn to selectively trust AI, how AI's social identity influences children's learning, and whether using generative AI tools influences curiosity, creativity, and criticality, among other topics.

The goals of the course are threefold. First, students will learn about theories and empirical evidence from the most cutting-edge research at the intersection of AI and child development. Second, students will become familiar with different research methods that can empower themselves to explore topics that might not yet have conclusive answers, which is important given this is a new frontier and how fast AI evolves. Third, students will be equipped to leverage the theories and methods to inform their design and development of child-centered AI.

It is my hope this class prepares students to become thoughtful advocates and practitioners for creating and promoting AI that is inclusive, safe, and beneficial for children.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a research article
HGSE: Limited Enrollment	XREG Allowed
HGSE: Pedagogy	simulation/role play
HGSE: Limited Enrollment	HGSE IN PERSON COURSES
HGSE: Competencies	design an intervention
HGSE: Content	child development
HGSE: Content	informal learning
HGSE: Content	technology
HGSE: Pedagogy	design thinking
HGSE: Competencies	understand data
HGSE: Content	media
HGSE: Pedagogy	project-based learning
HGSE: Competencies	develop research questions
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Competencies	make a presentation
HGSE: Competencies	write a research proposal



Climate Change is an existential threat to life on Earth. The responsibility for creating atmospheric CO<sub>2</sub> is not shared across the world's populations or successive generations and yet it has wrought environmental injustice impacting the most vulnerable populations and has created intractable challenges for young people and future generations. How we teach about climate change is critical to our response as a global population. Educators adopt a longitudinal view on the outcomes of their daily efforts—guiding each generation with hope and possibility. How do we communicate with urgency despite the uncertainties in the exact outcomes even while we are certain that climate change is real and is happening around us? How do we communicate the loss of what might be called a pact between the generations to the next generation? What can we do to "get it right" and to live sustainably on a changing planet? This course offers an intensive opportunity to explore issues related to teaching climate change in K-12. It invites a series of conversations about the following topics: 1) How do scientists explain the dynamics of climate change and what are some of the challenges in learning the science concepts?; 2) How does attending to climate change fit with what is known about the cognitive and emotional architecture of human minds and what are the implications for instruction?; 3) What are ways of knowing and being in relation with Earth and nature that respect the connectedness, systems dynamics, and language of nature. How can we learn from and bring pluralistic and diverse epistemologies to our teaching?; 4) How can we support young people in navigating between anxiety/despair and hope/action?; 5) How do the politics of climate change interact with our teaching? The course meets for all day for two weeks with a structured three-hour morning session (includes mini-lecture, activities, active processing, simulation games) and brainstorming/workshopping afternoon session to support students in developing a project to build and reveal their understanding of course concepts. This is followed by events including films, guest lectures, simulation games, and discussions.

#### Class Notes:

Please note that students may add, drop, or change the grading basis for J-Term courses in My.Harvard until January 5th. Beginning January 6th, students who wish to drop a J-Term course and have the DRP removed from their transcript must email [registrar@gse.harvard.edu](mailto:registrar@gse.harvard.edu). This request must be submitted before 8:00am on 1/6/2026.

#### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	assess cognitive challenges
HGSE: Pedagogy	small-group discussion
All: Cross Reg Availability	Available for Harvard Cross Registration
HGSE: Content	social justice
HGSE: Content	learning and teaching
HGSE: Content	causal reasoning
HGSE: Pedagogy	guest speaker(s)
HGSE: Pedagogy	design thinking
HGSE: Competencies	diagnose complex problems
HGSE: Content	culture
HGSE: Competencies	think strategically
HGSE: Competencies	analyze arguments
HGSE: Content	advocacy
HGSE: Content	innovation
HGSE: Pedagogy	discussion sections
HGSE: Pedagogy	simulation/role play
HGSE: Competencies	engage in difficult conversations
HGSE: Content	mental health
HGSE: Content	science
HGSE: Content	global/international context

Attribute	Value(s)
HGSE: Content	ethics
HGSE: Pedagogy	peer learning
HGSE: Competencies	examine trends

## Subject: ELOE

---

ELOE A183 Section: 01

Transformative Education Leadership: Collaborating to Solve Education's Most Durable Problems (226929)

Candice Bocala

Jennifer Cheatham

2025 Fall (4 Credits)

Schedule:

W 0130 PM - 0415 PM

Instructor Permissions: None

Enrollment Cap: n/a

In the ELOE program, we are striving to make positive change that increases access, equity, agency and excellence in education in the U.S. and around the world. But to transform education, we must shift how we think about problems, how we work on problems, and how we navigate complex contexts. In this class, you'll learn how to lead and facilitate work in teams through a semester-long simulation focused on addressing the most durable problems in education—problems that have no easy solutions and deserve collective action. Specifically, you will learn how to work with a team to examine problems and root causes, draft theories of action and develop strategies and plans for implementation- all while managing group dynamics, navigating the politics of change and communicating to diverse stakeholders. You will leave the course with practical frameworks, tools, resources, and processes to apply to your future work transforming the education sector in collaboration with others. The course is ideal for students who want to hone their understanding of the program's core competencies in a community of experienced professionals that value teamwork, personal reflection, and applied practice.

This is the only course designed exclusively for students in the ELOE program with the aim of addressing the ELOE core competencies comprehensively and building a strong ELOE community. This course fulfills the ELOE Program Core Experience (PCE) requirement. The course is open only to ELOE students and cannot be taken as an elective.

### Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	think strategically
HGSE: Competencies	leadership
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	strategic planning
HGSE: Competencies	collaborate
HGSE: Content	group dynamics
HGSE: Content	decision-making
HGSE: Pedagogy	small-group discussion
HGSE: Pedagogy	experiential learning

---

ELOE S996 Section: 01

ELOE School Leadership Fieldwork Strand (221554)

Mary Grassa O'Neill

2025 Fall (4 Credits)

Schedule:

W 1200 PM - 0115 PM

Instructor Permissions: Instructor

Enrollment Cap:

40

Fieldwork, or an internship, is the perfect complement to your academic studies. It gives you work experience, let's you practice and apply what you've learned, develop your leadership skills, extend and enhance your professional network, and gives you a competitive edge in your job search. As a professional school, we offer internship learning just as they do at Harvard's other professional schools.

- Work closely with a local school principal who will be your mentor
- Bridge theory, practice, and policy
- Learn more about organizations, leadership, and entrepreneurship
- Apply your learning and gain valuable experience and insights
- Explore career paths
- Promote reflection to learn and refine your voice
- Extend and enhance your professional network
- Familiarize yourself with different types of organizations, leadership styles and work sites
- Get individual support from a distinguished leadership coach to support, guide and encourage you in your learning journey

You will complete a 250-hour internship each semester and earn 4 credits for a total of 8 credits. Subject to approval, some or all internship hours may count toward the MA DESE requirements for principal/assistant principal licensure in Massachusetts.

Open only to students in the Education, Leadership, Organizations, and Entrepreneurship (ELOE) Master's Program. Students must have three to four years of teaching, school, or other educational experience to enroll in this strand.

Final enrollment is subject to approval of Mary Grassa O'Neill, the lead faculty member.

This course supports ELOE Core Competencies.

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	leadership
HGSE: Content	organizations
All: Cross Reg Availability	Not Available for Cross Registration

---

ELOE S996 Section: 01

ELOE School Leadership Fieldwork Strand (221554)

Mary Grassa O'Neill

2026 Spring (4 Credits)

Schedule:

W 1200 PM - 1259 PM

Instructor Permissions: Instructor

Enrollment Cap:

n/a

Fieldwork, or an internship, is the perfect complement to your academic studies. It gives you work experience, let's you practice and apply what you've learned, develop your leadership skills, extend and

enhance your professional network, and gives you a competitive edge in your job search. As a professional school, we offer internship learning just as they do at Harvard's other professional schools.

- Work closely with a local school principal who will be your mentor
- Bridge theory, practice, and policy
- Learn more about organizations, leadership, and entrepreneurship
- Apply your learning and gain valuable experience and insights
- Explore career paths
- Promote reflection to learn and refine your voice
- Extend and enhance your professional network
- Familiarize yourself with different types of organizations, leadership styles and work sites
- Get individual support from a distinguished leadership coach to support, guide and encourage you in your learning journey

You will complete a 250-hour internship each semester and earn 4 credits for a total of 8 credits. Subject to approval, some or all internship hours may count toward the MA DESE requirements for principal/assistant principal licensure in Massachusetts.

Open only to students in the Education, Leadership, Organizations, and Entrepreneurship (ELOE) Master's Program. Students must have three to four years of teaching, school, or other educational experience to enroll in this strand.

Final enrollment is subject to approval of Mary Grassa O'Neill, the lead faculty member.

This course supports ELOE Core Competencies.

Additional Course Attributes:

Attribute	Value(s)
Blue Course Evaluations	ALL

Subject: EPA

---

EPA PCE Section: 1

Education Policy and Analysis (218863)

Eric Taylor

2025 Fall (4 Credits)

Schedule:

M 0100 PM - 0215 PM

W 0130 PM - 0415 PM

Instructor Permissions:      Instructor      Enrollment Cap:      n/a

This course is an introduction to public policy, with an applied focus on education policy and policy analysis. The course is organized around core tasks in the work of policymaking: defining the problem, proposing alternative options to address the problem, selecting criteria to evaluate the alternatives, projecting the outcomes of proposed alternatives, confronting the tradeoffs between alternatives, and others. These tasks often involve concepts from economics and political science, which the course will introduce, e.g.,

opportunity costs, thinking at the margin, stakeholder analysis. Throughout the course we will use cases and examples of education policy drawn from a variety of settings, including the United States as well as low- and middle-income countries. We will also examine education policy issues at various levels of education, including early childhood, primary, secondary, and higher education. The course aims to achieve two main objectives: to enhance your ability to analyze policy problems with sound reasoning and to improve your skills in effectively communicating that analysis to policymakers. A third objective of the course is to extend your understanding of key topics and debates in education policy in the U.S. and globally.

**Requirements:** Required for and limited to students in the Education Policy and Analysis program.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Req Availability	Not Available for Cross Registration

EPA PCE Section: 2

Education Policy and Analysis (218863)

Emiliana Vegas

2025 Fall (4 Credits)

## Schedule:

M 0100 PM - 0215 PM

W 0130 PM - 0415 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course is an introduction to public policy, with an applied focus on education policy and policy analysis. The course is organized around core tasks in the work of policymaking: defining the problem, proposing alternative options to address the problem, selecting criteria to evaluate the alternatives, projecting the outcomes of proposed alternatives, confronting the tradeoffs between alternatives, and others. These tasks often involve concepts from economics and political science, which the course will introduce, e.g., opportunity costs, thinking at the margin, stakeholder analysis. Throughout the course we will use cases and examples of education policy drawn from a variety of settings, including the United States as well as low- and middle-income countries. We will also examine education policy issues at various levels of education, including early childhood, primary, secondary, and higher education. The course aims to achieve two main objectives: to enhance your ability to analyze policy problems with sound reasoning and to improve your skills in effectively communicating that analysis to policymakers. A third objective of the course is to extend your understanding of key topics and debates in education policy in the U.S. and globally.

**Requirements:** Required for and limited to students in the Education Policy and Analysis program.

### **Additional Course Attributes:**

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

EPA PCE Section: 3

Education Policy and Analysis (218863)

Susan Dynarski

2025 Fall (4 Credits)

## Schedule:

M 0100 PM - 0215 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

This course is an introduction to public policy, with an applied focus on education policy and policy analysis. The course is organized around core tasks in the work of policymaking: defining the problem, proposing alternative options to address the problem, selecting criteria to evaluate the alternatives, projecting the outcomes of proposed alternatives, confronting the tradeoffs between alternatives, and others. These tasks often involve concepts from economics and political science, which the course will introduce, e.g., opportunity costs, thinking at the margin, stakeholder analysis. Throughout the course we will use cases and examples of education policy drawn from a variety of settings, including the United States as well as low- and middle-income countries. We will also examine education policy issues at various levels of education, including early childhood, primary, secondary, and higher education. The course aims to achieve two main objectives: to enhance your ability to analyze policy problems with sound reasoning and to improve your skills in effectively communicating that analysis to policymakers. A third objective of the course is to extend your understanding of key topics and debates in education policy in the U.S. and globally.

Requirements: Required for and limited to students in the Education Policy and Analysis program.

Additional Course Attributes:

Attribute	Value(s)
All: Cross Reg Availability	Not Available for Cross Registration

Subject: HDE

---

HDE PCE Section: 01

Developmental Insights: Connecting Human Development Throughlines Across Research and Practice (220668)

Stephanie Jones

Dana McCoy

Junlei Li

2025 Fall (4 Credits)

Schedule:

M 0100 PM - 0215 PM

W 0130 PM - 0415 PM

Instructor Permissions: Instructor Enrollment Cap: n/a

What isn't a part of human development and education? The enormous breadth and diversity of topics, knowledge, and skills are what makes our Human Development and Education Program exciting and challenging. Welcome to HDE!

In our Program Core Experience, we will examine the human development throughlines - consistent and shared themes - connecting across science and practice. Can we identify universal human needs and capacities while recognizing the diverse expressions of humanity? How do both the quantity and the quality of developmental experiences matter? Can simple solutions be helpful in addressing complex human development challenges? Are there useful ways to grow ideas in education besides replicating evidence-based programs? Do we develop interventions for communities, or with communities? Most importantly, as

we pursue research and practice to advance equitable opportunities for human development and education, how might we transform the ways in which we understand ourselves, the communities we serve, and the possibilities for ideas and actions? Each of these throughlines will be developed with case illustrations to showcase how the science of human development in a particular domain (e.g., language development, motivation, identity, relationships) has shaped research and real world practice in both positive and sometimes counterproductive ways. More important than the specific cases, students are invited and encouraged to connect these throughlines with your own personal and professional experiences, insights from other courses, and the ways you envision applying them to your future work. Students will: a) learn how to be critical consumers and creators of the science of human development; b) review evidence from research and existing practice to understand what we know and what gaps remain in a chosen impact area; and c) integrate knowledge, experience, and need in a particular developmental context to develop a "theory of change" for research or practice.

The Program Core Experience is required for and limited to first-year students in the Human Development and Education Ed.M. program and Ph.D. students seeking HDE Ed.M. degree. The experience is focused on building community within the HDE Program, learning through dialogue and feedback, and reflecting to connect knowledge with experience. During the school-wide designated "program blocks" (when no other HGSE courses are scheduled), students will participate in weekly lectures/workshops, guest faculty conversations, and small-group meetings. The teaching team emphasizes participation, engagement, and self-reflection and uses a pass/fail grading approach.

Requirements: Required for and limited to first-year students in the Human Development and Education program

Additional Course Attributes:

Attribute	Value(s)
HGSE: Competencies	write a grant proposal
HGSE: Content	families
HGSE: Pedagogy	small-group discussion
HGSE: Content	community
All: Cross Reg Availability	Not Available for Cross Registration
HGSE: Content	adolescent development
HGSE: Pedagogy	case-method learning