

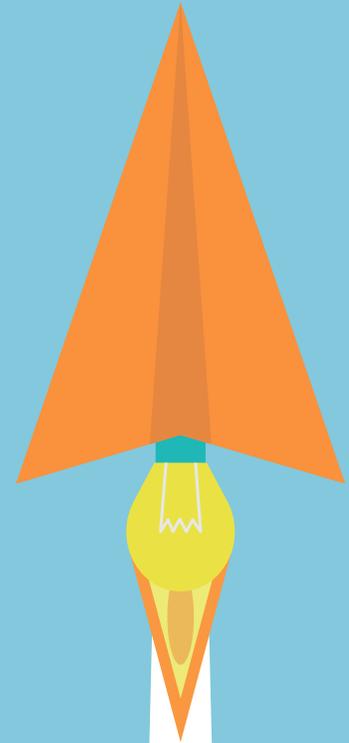
HARVARD



GRADUATE SCHOOL
OF EDUCATION

DISCOVER HGSE: Exploring the Academic Experience

Let your academic imagination soar.
Meet our faculty, learn about our
programs, and have a stellar start
to your HGSE experience.



MONDAY, AUGUST 26
ALL-DAY EVENT, 9 AM–5:30 PM
BEGINNING IN RADCLIFFE YARD
AND ENDING WITH A WELCOME BBQ


discover
HGSE

HGSE.ME/DISCOVERHGSE

9:00	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM																
Dean's Welcome 9:00 - 10:00 Radcliffe Yard Tent	HGSE Faculty 8X8 10:00 - 11:30 Radcliffe Yard Tent	Bagged Lunch and Transition Time 11:30-12:00	Session A: College and Career Readiness in the 21st Century 12-1:20 Savitz-Romer, M. Room: Longfellow 320	Session B: Schooling in the US 12-1:30 West, M. Room: Larsen 106	Session C: Lives Still in Limbo: Undocumented Students Navigating an Uneven Terrain 12-1:30 Gonzales, R. G. Room: GCC Event Spaces 4&5	Session D: Using Discussion Protocols to Support Learning 12-1:30 Bocala, C Room: Longfellow 319	Session E: Changing the World, One Human Interaction at a Time 12-1:30 Li, J. Room: Askwith Hall	Session F: The Politics of Teaching 12-1:30 Harouni, H. Room: Larsen 203	Session G: Zeroing in on Learning: Engaging with Project Zero Research 12-1:30 Wilson, D. & Project Zero researchers Room: GCC Event Spaces 1,2,3	Break	Session H: 7 Things Education Professionals Should Know About Statistics 1:45-3:15 Ho, A. Room: Larsen G08	Session I: Schooling in the US 1:45-3:15 West, M. Room: Larsen 106	Session J: How do we know what we know? 1:45-3:15 Brion-Meisels, G. Room: Gutman 305	Session K: The Secrets to Motivation in Inclusive Classrooms 1:45-3:15 Bondie, R. Room: Eliot Lyman	Session L: Changing the World, One Human Interaction at a Time 1:45-3:15 Li, J. Room: Askwith Hall	Session M: Transformative Justice 1:45-3:15 Stern, K. Room: Larsen 214	Session N: Navigating Language and Cultural Differences in Today's World and Schools 1:45-3:15 Uccelli, P. Room: Larsen 203	Break	Session O: 7 Things Education Professionals Should Know About Statistics 3:30-5 Ho, A. Room: Larsen G08	Session P: The Cyphering Classroom: How Hip Hop and Movement Are Shaking Up Teaching and Learning 3:30-5 Upchurch, A. Room: Longfellow 319/320	Session Q: How do we know what we know? 3:30-5 Brion-Meisels, G. Room: Gutman 305	Session R: The Secrets to Motivation in Inclusive Classrooms 3:30-5 Bondie, R. Room: Eliot Lyman	Session S: How People Learn Culminating Event* 3:30-5:30 Miller, M. and Snow, C. Room: GCC Events Spaces- All <i>*Required for and limited to students who took How People Learn over the summer.</i>	Welcome Cookout Begins at 5:00 Radcliffe Yard Tent

HGSE Faculty 8x8
10:00am – 11:30am
Radcliffe Yard Tent

Ebony Bridwell-Mitchell

The Limits and Possibilities of Radical Change in School Organizations

Sarah Dryden-Peterson

The Boxes of Belonging: Refugees, Education, and our Collective Future

Paul Reville

Can Education Restore Social Mobility?

Kathy Boudett

3 Habits of Mind for Continuous Improvement

Adriana Umana-Taylor

Bringing Ethnic-Racial Identity into our Schools: Why, When, and How?

Jarvis Givens

(Under)Common Schools: The Origins of African American Education

Meredith Rowe

How the Early Home Environment Shapes Child Language Development

Christina Villarreal

Who We Are & How We Do: Toward a Relational Pedagogy of Promise & Possibility

12:00pm – 1:30pm Sessions

College and Career Readiness in the 21st Century

Description: How can we best prepare students to succeed in college and the workplace? What are the key issues that challenge students' postsecondary transitions? What role do schools, non-profit programs, and colleges and universities play in supporting students' postsecondary goals and intentions? Join Senior Lecturer on Education Mandy Savitz-Romer as she discusses the latest insights from both research and practice in the field of college and career access, readiness, and success.

Faculty: Mandy Savitz-Romer
Time: 12:00-1:20pm
Location: Longfellow 320
Session ID: A

Schooling in the U.S.

Description: What does K-12 schooling look like in the U.S.? What have been the American education system's greatest successes—and what challenges does it face today? How do the federal government, states, and local districts interact to determine issues of funding and compliance? What role do teacher unions play, and how do reform proposals like charter schooling and vouchers fit in? Join Professor of Education Marty West, for an overview of the structure of schooling in the U.S. From major pieces of legislation to key educational organizations, this session will provide a broad, but useful, introduction to the primary processes and players shaping American education.

Faculty: Marty West
Time: 12:00-1:30pm - ***This session will repeat from 1:45pm-3:15pm***
Location: Larsen 106
Session ID: B

Lives Still in Limbo: Undocumented Students Navigating an Uneven Terrain

Description: On September 5, 2017, U.S. Attorney General Jeff Sessions announced the termination of the Obama Deferred Action for Childhood Arrivals (DACA) program, casting into doubt the futures of several hundred thousand beneficiaries and their families. The future of the policy is presently being challenged in the court systems, and Congress has yet to find a long-term solution for managing immigration. Each year, an estimated 120,000 undocumented youngsters leave American high schools to embark upon uncertain futures. Professor Gonzales takes a holistic approach in examining the range of challenges facing undocumented youth and explores community and institutional solutions to address their needs.

Faculty: Roberto G. Gonzales
Time: 12:00-1:30pm
Location: Gutman Conference Center Event Spaces 4 & 5
Session ID: C

12:00pm – 1:30pm Sessions (cont.)

Using Discussion Protocols to Support Learning

Description: This interactive session will explore how teachers, facilitators, and coaches think about and use discussion protocols to advance learning and support equity of participation. Although the examples provided will focus on adult learners and professional education contexts, there are many implications for working with young people as well. The session will explore how discussion protocols support learning, which contexts might be right for using protocols, and how to become a more effective discussion facilitator. Students will also practice with protocols intended to spark insight and reflection into their own workstyle preferences and goals for graduate study as adult learners.

Faculty: Candice Bocala
Time: 12:00-1:30pm
Location: Longfellow 319
Session ID: D

Changing the World, One Human Interaction at a Time

Description: What are positive human relationships made of? Most of us got to learn and grow under the care and encouragement of at least one person who is deeply invested in us. What about these relationships that support our development? In this session, we practice an approach to capturing and learning from every day “simple interactions” across settings, including orphanages, youth development, classrooms, and low-income child care providers. By watching and analyzing authentic field videos, we examine the universal dimensions of developmental human interactions across contexts. We discuss how this approach may inform the larger work of improving practices, programs, and policies.

Faculty: Junlei Li
Time: 12:00-1:30pm- ***This session will repeat from 1:45pm-3:15pm***
Location: Askwith Hall
Session ID: E

The Politics of Teaching

Description: The politics of teaching goes hand-in-hand with another problem: the teaching of politics. Nearly all of educational theory begins with the realization that the very form of pedagogy conveys a political message. Even if he or she never discusses issues of race, class, gender or power, a teacher or school leader will become implicated in these issues. In this brief seminar, we will study some of the central questions of education that arise from this problem. Through a hands-on approach, we will highlight opportunities for trying to do political work through teaching and learning. We will focus particularly on problems that have become bold in the current political climate, going beyond mere sloganeering to show the possibilities of creating environments wherein difficult conversations can be held. The seminar is intended for students involved in all aspects of education and social work.

Faculty: Houman Harouni
Time: 12:00-1:30pm
Location: Larsen 203
Session ID: F

12:00pm – 1:30pm Sessions (cont.)

Zeroing in on Learning: Engaging with Project Zero Research

Description: In this interactive session, students will get a broad overview of key research and concepts from HGSE's Project Zero (PZ). For over fifty years, PZ has examined the nature of learning, creativity, and thinking and how such human potentials can be developed. In this session, students will experience a few selected tools from current PZ projects as well as have opportunities to talk with researchers from PZ projects in small group discussions to learn about the multiple ways they can engage with PZ during their year at HGSE.

Faculty: Daniel Wilson & Project Zero researchers
Time: 12:00pm – 1:30pm
Location: Gutman Conference Center Event Spaces 1, 2, and 3
Session ID: G

1:45pm – 3:15pm Sessions

7 Things Education Professionals Should Know About Statistics

Description: "Big data" and quantitative research in education are accelerating the pace of discovery and informing new initiatives from classrooms to congress. What are the statistical perspectives that education professionals need to understand and critique current research? In our polarized political and media environment, how can statistics help us to distinguish hype from reality, and fact from fiction? This session is for everyone, those who embrace numbers and those who recoil, those who read fivethirtyeight.com daily and those who haven't taken math since high school, those who want a preview before taking our statistics sequence, and those who doubt they will ever enroll. Whether you will join us for 90 minutes or a year-long sequence, we aim to leave you with a list of essential statistical concepts that every education professional needs to know.

Faculty: Andrew Ho
Time: 1:45-3:15pm- ***This session will repeat from 3:30pm-5:00pm***
Location: Larsen G08
Session ID: H

Schooling in the U.S.

Description: What does K-12 schooling look like in the U.S.? What have been the American education system's greatest successes—and what challenges does it face today? How do the federal government, states, and local districts interact to determine issues of funding and compliance? What role do teacher unions play, and how do reform proposals like charter schooling and vouchers fit in? Join Professor of Education Marty West, for an overview of the structure of schooling in the U.S. From major pieces of legislation to key educational organizations, this session will provide a broad, but useful, introduction to the primary processes and players shaping American education.

Faculty: Marty West
Time: 1:45-3:15pm
Location: Larsen 106
Session ID: I

1:45pm – 3:15pm Sessions (cont.)

How do we know what we know? An invitation to explore your assumptions about knowledge and justified truth in education

Description: As we begin this year together, developing an awareness of our ideas about knowledge will be important to our individual and collective growth. Each of us carries a lifetime of experiences with us to HGSE; these experiences shape how we think about the difference between opinion and justified truth. Our assumptions influence our interpretations of texts as well as our interactions with colleagues and young people in schools. Carefully considering how we know what we know—and understanding the ways in which educators draw on their own epistemological ideas—can help us to engage more fully and critically with classroom resources, colleagues, and partners in the field. The purpose of this workshop is to provide you with an opportunity to explore the experiences that have shaped your own ideas about knowledge, as well as some language often used by educational researchers to talk about different ways of knowing. This will be an interactive workshop, and your participation will require some level of vulnerability around sharing your own life experiences.

Faculty: Gretchen Brion-Meisels
Time: 1:45-3:15pm- *This session will repeat from 3:30pm-5:00pm*
Location: Gutman 305
Session ID: J

The Secrets to Motivation in Inclusive Classrooms

Description: What moves you to act? What makes you invest time and energy in one task but not another? How can classroom culture foster feelings of intrinsic motivation? To answer these questions, we will examine learning routines with research roots in motivation and self-regulated learning where learners of all ages can develop deep, durable, and flexible understandings of course content; feel empowered to take academic risks; put forth effort and persist in the face of academic challenges; and experience academic success. We will learn how to foster inclusive cultures where equity, access, rigor, and relevance are promoted for all.

Faculty: Rhonda Bondie
Time: 1:45-3:15pm- *This session will repeat from 3:30pm-5:00pm*
Location: Eliot Lyman
Session ID: K

Changing the World, One Human Interaction at a Time

Description: What are positive human relationships made of? Most of us got to learn and grow under the care and encouragement of at least one person who is deeply invested in us. What about these relationships that support our development? In this session, we practice an approach to capturing and learning from every day “simple interactions” across settings, including orphanages, youth development, classrooms, and low-income child care providers. By watching and analyzing authentic field videos, we examine the universal dimensions of developmental human interactions across contexts. We discuss how this approach may inform the larger work of improving practices, programs, and policies.

Faculty: Junlei Li
Time: 1:45-3:15pm
Location: Askwith Hall
Session ID: L

1:45pm – 3:15pm Sessions (cont.)

Transformative Justice

Description: How do we understand justice? What are the connections between trauma, education, and mass incarceration? As students and educators, how do we nurture learning communities that affirm human dignity? From cradle to prison cell, what is our praxis—how do we do education and work for justice that transforms—individuals, relationships and communities? In this session, we will begin to answer these questions as well as pose new ones.

Faculty: [Kaia Stern](#)
Time: 1:45-3:15pm
Location: Larsen 214
Session ID: M

Navigating Language and Cultural Differences in Today's World and Schools

Description: Why is pedagogical attention to language critical in today's world? What does it mean for an individual to be bilingual or multilingual? Which attitudes or dispositions towards bilingualism/multilingualism tend to prevail in individuals and societies? What are the implications of these attitudes for school pedagogy in linguistically diverse classrooms? By engaging with these questions in an interactive format, this session will offer a brief overview of linguistic diversity in individuals, the U.S., and the world and will invite the audience to a reflective discussion of how perceptions of linguistic diversity impact language practices and education policies.

Faculty: [Paola Uccelli](#)
Time: 1:45-3:15pm
Location: Larsen 203
Session ID: N

3:30pm – 5:00pm Sessions

7 Things Education Professionals Should Know About Statistics

Description: "Big data" and quantitative research in education are accelerating the pace of discovery and informing new initiatives from classrooms to congress. What are the statistical perspectives that education professionals need to understand and critique current research? In our polarized political and media environment, how can statistics help us to distinguish hype from reality, and fact from fiction? This session is for everyone, those who embrace numbers and those who recoil, those who read fivethirtyeight.com daily and those who haven't taken math since high school, those who want a preview before taking our statistics sequence, and those who doubt they will ever enroll. Whether you will join us for 90 minutes or a year-long sequence, we aim to leave you with a list of essential statistical concepts that every education professional needs to know.

Faculty: [Andrew Ho](#)
Time: 3:30-5:00pm
Location: Larsen G08
Session ID: O

3:30pm – 5:00pm Sessions (cont.)

The Cyphering Classroom: How Hip Hop and Movement Are Shaking Up Teaching and Learning

Description: What does Hip Hop understand about teaching and learning? What does the body know and what does it do with that knowledge? How can understanding be deepened and leveraged by embracing Hip Hop and movement in the classroom? How do movement and Hip Hop cyphers challenge problematic power dynamics and create more room to elevate cultural capital? In this session, we will explore these questions as we uncover how cyphers -- informed by movement and Hip Hop -- carry powerful pedagogical implications for unlocking more equity, creativity, and even fun in teaching and learning.

Faculty: [Aysha Upchurch](#)
Time: 3:30-5:00pm
Location: Longfellow 319/320
Session ID: P

How do we know what we know? An invitation to explore your assumptions about knowledge and justified truth in education

Description: As we begin this year together, developing an awareness of our ideas about knowledge will be important to our individual and collective growth. Each of us carries a lifetime of experiences with us to HGSE; these experiences shape how we think about the difference between opinion and justified truth. Our assumptions influence our interpretations of texts as well as our interactions with colleagues and young people in schools. Carefully considering how we know what we know—and understanding the ways in which educators draw on their own epistemological ideas—can help us to engage more fully and critically with classroom resources, colleagues, and partners in the field. The purpose of this workshop is to provide you with an opportunity to explore the experiences that have shaped your own ideas about knowledge, as well as some language often used by educational researchers to talk about different ways of knowing. This will be an interactive workshop, and your participation will require some level of vulnerability around sharing your own life experiences.

Faculty: [Gretchen Brion-Meisels](#)
Time: 3:30-5:00pm
Location: Gutman 305
Session ID: Q

The Secrets to Motivation in Inclusive Classrooms

Description: What moves you to act? What makes you invest time and energy in one task but not another? How can classroom culture foster feelings of intrinsic motivation? To answer these questions, we will examine learning routines with research roots in motivation and self-regulated learning where learners of all ages can develop deep, durable, and flexible understandings of course content; feel empowered to take academic risks; put forth effort and persist in the face of academic challenges; and experience academic success. We will learn how to foster inclusive cultures where equity, access, rigor, and relevance are promoted for all.

Faculty: [Rhonda Bondie](#)
Time: 3:30-5:00pm
Location: Eliot Lyman
Session ID: R

3:30pm – 5:00pm Sessions (cont.)

How People Learn Culminating Event

Description: How People Learn (HPL), an online summer course, introduced incoming and returning Ed.M. students to foundational concepts in the learning sciences and human development. In this interactive and celebratory event, you will individually and collectively reflect on your experience in the course, engage with peers, facilitators, and other members of the teaching and learning community, and connect what you've learned to the year ahead. **This event is required for and limited to students who took How People Learn over the summer.**

Faculty: Matt Miller and Catherine Snow
Time: 3:30-5:30pm
Location: Gutman Conference Center
Session ID: S