

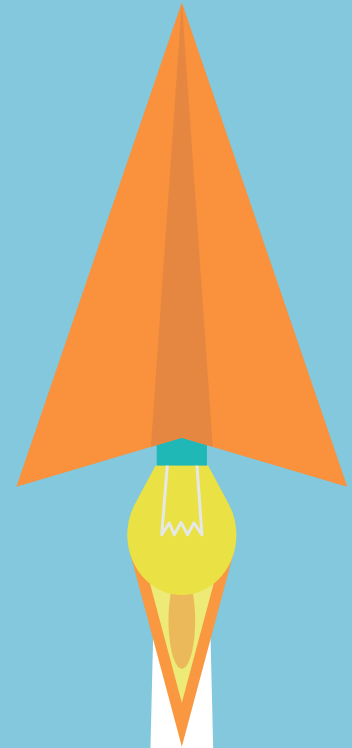
HARVARD



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.



**WEDNESDAY, AUGUST 23**  
**ALL-DAY EVENT, 9 AM-5 PM**  
**BEGINNING IN RADCLIFFE YARD**  
**AND ENDING WITH A WELCOME BBQ**

  
discover  
**HGSE**

[HGSE.ME/DISCOVERHGSE](https://hgse.me/discoverhgse)

9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00
<b>HGSE Faculty 8X8</b> 9:00 - 10:30 Radcliffe Yard Tent	<b>Transition Time</b> 10:30-11:00	<b>Session A: Zeroing in on Learning: Engaging with Project Zero Research</b> 11:00 - 12:30 Wilson, D.; Gardner, H.; Mardell, B.; & Duraisingh, E. Longfellow Hall 319+320	<b>Lunch On Your Own</b> 12:30-1:30	<b>Session H: I am Harvard: 400 Years of Harvard and HGSE. What Will Your Legacy Be?</b> 1:30 - 2:10 Weber, M. Longfellow Hall Eliot Lyman	<b>Session I: Ready, Set, Collaborate!</b> 2:20 - 3:00 City, L. & Boudett, K. Larsen Hall 203	<b>Transition Time</b> 3:00 - 3:30	<b>Session O: Educational Testing: A First Quick Look Under the Hood</b> 3:30- 5:00 Koretz, D. Larsen Hall G-08	<b>Welcome BBQ</b> Begins at 5:00 Radcliffe Yard Tent
		<b>Session B: How do we know what we know? An invitation to explore your assumptions about <i>knowledge</i> and <i>justified truth</i> in education</b> 11:00 - 12:30 Brion-Meisels, G. Gutman Conference Center Area 3		<b>Session J: How do we know what we know? An invitation to explore your assumptions about <i>knowledge</i> and <i>justified truth</i> in education</b> 1:00 - 2:30 Brion-Meisels, G. (repeat) Gutman Conference Center Area 3	<b>Session P: Ready, Set, Collaborate! (repeat)</b> 3:30 - 4:10 City, L. & Boudett, K. Larsen Hall 203		<b>Session Q: Learning to Read: What's Hard About That?</b> 4:20 - 5:00 Snow, C. Longfellow Hall Eliot Lyman	
		<b>Session C: I am Harvard: 400 Years of Harvard and HGSE. What Will Your Legacy Be?</b> 11:00-11:40am Weber, M. Longfellow Hall Eliot Lyman	<b>Session D: College and Career Readiness in the 21st Century</b> 11:50am-12:30pm Savitz-Romer, M. Gutman Conference Center Area 1	<b>Session K: Political Partisanship and the Ethics of Inclusion</b> 1:30 - 3:00 Levinson, M. Longfellow Hall 319+320	<b>Session R: Protocols to Promote Participation: Teaching Strategies for 21st Century Classrooms</b> 3:30 - 4:10 Heller, N. & Shed, E. Larsen Hall 106	<b>Session S: Protocols to Promote Participation: Teaching Strategies for 21st Century Classrooms</b> 4:20 - 5:00 Heller, N. & Shed, E. Larsen Hall 106		
		<b>Session E: Schooling in the U.S.</b> 11:00 - 12:30 West, M. Askwith Hall	<b>Session L: The Pattern Driven Nature of Cognition: How It Can Lead to Traps and Bias or Insight and Understanding</b> 1:30 - 3:00 Grotzer, T. Larsen Hall G-08	<b>Session T: Transformative Justice</b> 3:30 - 5:00 Stern, K. Gutman Conference Center Area 3				
		<b>Session F: Improving Dialogue Skills from the Inside Out</b> 11:00 - 12:30 McGarvey, M. Larsen Hall 106	<b>Session M: Schooling in the U.S. (repeat)</b> 1:30 - 3:00 West, M. Askwith Hall	<b>Session U: Diverse and Equitable Schools: How Can "Our Children Begin to Learn Together," So That "Our People [Can] Learn to Live Together?"</b> 3:30 - 5:00 Teitel, L. Longfellow 319+320				
		<b>Session G: The Damaging Effects of Stereotypes: Unveiling the Myth of the Model Minority Stereotype</b> 11:00 - 12:15 Kim, J. Larsen Hall G-08	<b>Session N: Navigating Language and Cultural Differences in Today's World and Schools</b> 1:30 - 3:00 Uccelli, P. Larsen Hall 106	<b>Session V: How Do You Teach Students to Improve the World? Educating Global Citizens.</b> 3:30 - 5:00 Reimers, F. Askwith Hall				

**HGSE Faculty 8x8**  
**9:00am – 10:30am**  
**Radcliffe Yard Tent**

**Roberto Gonzales**

*Lives in Limbo: Undocumented Students and America's Future*

**Liz City**

*The Central Role of Task in Learning*

**Danielle Allen**

*Education and Equality: Why the Humanities Matter*

**Andrew Ho**

*Big Data: The Distribution of Academic Achievement in the United States*

**Dana McCoy**

*Beyond Letters and Numbers: The Role of Early Social-Emotional Skills in Promoting Equity*

**Irvin Scott**

*Faith & Education: Is There an Appropriate Intersection?*

**Sarah Dryden-Peterson**

*Refugee Education and Our Collective Future*

**Rick Weissbourd**

*Raising Moral Children in Morally Troubled Times*

## Session Information

**11:00am – 12:30pm**

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**Title:** **Zeroing in on Learning: Engaging with Project Zero Research**  
**Time:** 11:00am – 12:30pm  
**Description:** In this interactive session, students will get a broad overview of key research and concepts from HGSE's Project Zero (PZ). For 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, Howard Gardner, Ben Mardell, Elizabeth Dawes Duraisingh, and other PZ researchers  
**Location:** Longfellow Hall 319 + 320  
**Session ID:** A

**Title:** **How do we know what we know? An invitation to explore your assumptions about *knowledge* and *justified truth* in education (*repeated*)**  
**Time:** 11:00am – 12:30pm (repeated at 1:00pm)  
**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  
**Location:** Gutman Conference Center Area 3  
**Session ID:** B

**Title:** **"I am Harvard": 400 Years of Harvard and HGSE. What Will Your Legacy Be?**  
**Time:** 11:00am – 11:40am (repeated at 1:30pm)  
**Description:** With a lively, interactive look at Harvard's and the Harvard Graduate School of Education's role in serving the world, this session hopes to prepare students to consider their role as societal change agents and reflective professionals in this centuries-old timeline of creating a legacy of impact in education.  
**Faculty:** Matthew Weber  
**Location:** Longfellow Hall - Eliot Lyman (Room 222)  
**Session ID:** C

**Title:** **College and Career Readiness in the 21st Century**  
**Time:** 11:50am – 12:30pm  
**Description:** How can we best prepare students to succeed in college and the workplace? What are the key issues that limit postsecondary opportunity in today's K16 environment? What role does college readiness counseling play in preparing students for successful postsecondary pathways? 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 readiness.  
**Faculty:** Mandy Savitz-Romer  
**Location:** Gutman Conference Center Area 1  
**Session ID:** D

**Title:** **Schooling in the U.S.**  
**Time:** 11:00am – 12:30pm (repeated at 1:30pm)  
**Description:** What does 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 Associate Professor of Education Martin 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:** Martin West  
**Location:** Askwith Hall  
**Session ID:** E

**Title:** **Improving Dialogue Skills from the Inside Out**  
**Time:** 11:00am – 12:30pm  
**Description:** Many of us come to Harvard yearning for dialogue that deepens our understanding—of ideas, of others, and of ourselves. One way we do that in academic community is through asserting, defending, and refining our point of view through debate and intellectual challenge. However few of us have had ample opportunities to reflect on and develop other skills that can enhance a rich and robust exchange of ideas—and avoid unproductive conversations, competitiveness, and intellectual posturing. In this engaging session we will explore the elements that support deep dialogue through reflective practices that can challenge assumptions and reveal power dynamics, and inner skills that can help us stay calm and clear in challenging situations.  
**Faculty:** Metta McGarvey  
**Location:** Larsen Hall 106  
**Session ID:** F

**Title:** **The Damaging Effects of Stereotypes: Unveiling the Myth of the Model Minority Stereotype**  
**Time:** 11:00am – 12:15pm  
**Description:** Is there such a thing as a “good” stereotype? One could argue that the model minority stereotype has done more good than bad; after all, if you’re going to be minority, wouldn’t you rather be “model” minority? This session will explore the model minority myth and the historical context from which it originated. The session will discuss the detriments of such a seemingly “good” stereotype and its contributions to the invisibility of Asian Americans in the United States.  
**Faculty:** Josephine Kim  
**Location:** Larsen Hall G-08  
**Session ID:** G

## 1:30pm – 3:00pm

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**Title:** **“I am Harvard”: 400 Years of Harvard and HGSE. What Will Your Legacy Be? (repeated)**  
**Time:** 1:30pm – 2:10pm  
**Description:** With a lively, interactive look at Harvard’s and the Harvard Graduate School of Education’s role in serving the world, this session hopes to prepare students to consider their role as societal change agents and reflective professionals in this centuries-old timeline of creating a legacy of impact in education.  
**Faculty:** Matthew Weber  
**Location:** Longfellow Hall – Eliot Lyman (Room 222)  
**Session ID:** H

**Title:** **Ready, Set, Collaborate!**  
**Time:** 2:20pm – 3:00pm (repeated at 3:30pm)  
**Description:** In this interactive, practical session, the authors of *Meeting Wise* will introduce a few simple tools that will support you in making the most of your group project meetings this year.  
**Faculty:** Kathryn Boudett and Elizabeth City  
**Location:** Larsen Hall 203  
**Session ID:** I

**Title:** **How do we know what we know? An invitation to explore your assumptions about *knowledge* and *justified truth* in education (repeated)**

**Time:** 1:00pm – 2:30pm\*

**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

**Location:** Gutman Conference Center Area 3

**Session ID:** J

**Title:** **Political Partisanship and the Ethics of Inclusion**

**Time:** 1:30pm – 3:00pm

**Description:** Schools are meant to be places in which young people can test out both ideas and identities in a safe and inclusive environment. But at a time of profound partisan divides, when larger society feels neither safe nor inclusive to people across the political spectrum, schools can also feel like places of division rather than unity, where students experience ideas as weapons rather than invitations into collective inquiry. During this session, we will plunge into a normative case study of a school that is struggling to reestablish an inclusive culture despite the bruising partisanship outside its walls. We will reflect on the pedagogical, ethical, democratic, legal, and political quandaries faced by school faculty, staff, and parents.

**Faculty:** Meira Levinson

**Location:** Longfellow Hall 319+320

**Session ID:** K

**Title:** **The Pattern Driven Nature of Cognition: How It Can Lead to Traps and Bias or Insight and Understanding**

**Time:** 1:30pm – 3:00pm

**Description:** How does the pattern-driven nature of our minds help us to make connections but also make it hard to stay open-minded? What is confirmation bias and how does it affect our perception and our ability to listen without an agenda? How does cognitive load interact with our decision making processes? In this 90-minute session, students will explore the links between cognition and bias and their implications in our day-to-day lives. As students embark on their graduate school journeys at HGSE, this session will offer a particularly helpful perspective on thinking and metacognition.

**Faculty:** Tina Grotzer

**Location:** Larsen Hall G-08

**Session ID:** L

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\* Please note that this session with Gretchen Brion-Meisels begins at 1:00pm.

**Title:** **Schooling in the U.S. (repeated)**  
**Time:** 1:30pm-3:00pm  
**Description:** What does 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 Associate Professor of Education Martin 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:** Martin West  
**Location:** Askwith Hall  
**Session ID:** M

**Title:** **Navigating Language and Cultural Differences in Today's World and Schools**  
**Time:** 1:30pm-3:00pm  
**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  
**Location:** Larsen Hall 106  
**Session ID:** N

## 3:30pm – 5:00pm

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**Title:** **Educational Testing: A First Quick Look Under the Hood**  
**Time:** 3:30pm – 5:00pm  
**Description:** Educational testing is not as straightforward as many people think. This session will show how one fundamental principle—the sampling principle of testing—helps explain many things in testing, including inconsistency in your own GRE scores, score inflation, and illusions of shrinking achievement gaps.  
**Faculty:** Daniel Koretz  
**Location:** Larsen Hall G-08  
**Session ID:** O

**Title:** **Ready, Set, Collaborate! (repeated)**  
**Time:** 3:30pm-4:10pm  
**Description:** In this interactive, practical session, the authors of *Meeting Wise* will introduce a few simple tools that will support you in making the most of your group project meetings this year.  
**Faculty:** Kathryn Boudett and Elizabeth City  
**Location:** Larsen Hall 203  
**Session ID:** P

**Title:** **Learning to Read: What's Hard about That?**  
**Time:** 4:20pm – 5:00pm  
**Description:** How do you start children off on the right path towards literacy? What pedagogical tools and strategies have proven most effective at teaching young children to read? What environmental factors, including in the home and school, have the greatest impact on literacy? In this session, Patricia Albjerg Graham Professor of Education Catherine Snow will explore these questions and share some of the key findings from her work with children on reading development.  
**Faculty:** Catherine Snow  
**Location:** Longfellow Hall – Eliot Lyman (Room 222)  
**Session ID:** Q

**Title:** **Protocols to Promote Participation: Teaching Strategies for 21<sup>st</sup>-Century Classrooms**  
**Time:** 3:30pm – 4:10pm (repeated at 4:20pm)  
**Description:** In this session we will explore several protocols that you can use during class projects, presentations, and small group work to promote multiple voices and maximize participation among classmates.  
**Faculty:** Noah Heller and Eric Shed  
**Location:** Larsen Hall 106  
**Session ID:** R

**Title:** **Protocols to Promote Participation: Teaching Strategies for 21<sup>st</sup>-Century Classrooms (*repeated*)**  
**Time:** 4:20pm – 5:00pm  
**Description:** In this session we will explore several protocols that you can use during class projects, presentations, and small group work to promote multiple voices and maximize participation among classmates.  
**Faculty:** Noah Heller and Eric Shed  
**Location:** Larsen Hall 106  
**Session ID:** S

**Title:** **Transformative Justice**  
**Time:** 3:30pm – 5:00pm  
**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. We will also consider “radical hospitality” as an embodied expression of justice that transforms.  
**Faculty:** Kaia Stern  
**Location:** Gutman Conference Center Area 3  
**Session ID:** T

**Title:** **Diverse and Equitable Schools: How Can “Our Children Begin to Learn Together,” So That “Our People [Can] Learn to Live Together?”**

**Time:** 3:30pm – 5:00pm

**Description:** In 1974, Justice Thurgood Marshall wrote “Unless our children begin to learn together, then there is little hope that our people will ever learn to live together.” Those words feel prophetic to us in 2017, in a country with increasingly resegregated schools, growing income inequality, routine police violence against people of color, and escalating xenophobic and racist political rhetoric and action. There is, however, a strong and growing counter movement to these polarizing trends. Communities and educators are working to create and support diverse and equitable schools that provide better academic and social outcomes for all students. By helping our “children begin to learn together,” these approaches offer us hope that our people can and will “learn to live together.”

People often talk about the importance of diverse and equitable schools without having shared understandings of what they mean or want from them, or how to best start and sustain them. This interactive workshop will ground us in common definitions and historical context of segregation, desegregation, and integration. It will help us distinguish between schools that are “desegregated” (“body count”) and schools that are truly “integrated”— where all children learn at high levels, feel included, appreciate their own and other cultures, understand racism, and work to dismantle it. The workshop will give us a chance to draw on our own experiences in schools to think and talk with one another about what diverse and equitable schools and classrooms can and should look like -- from pre-K to graduate school. We’ll explore the controversies and hot-button issues that arise, look at examples of diverse and equitable schools and classrooms done well, and discuss ways you can pursue your interest in this work at HGSE.

**Faculty:** Lee Teitel  
**Location:** Longfellow Hall 319+320  
**Session ID:** U

**Title:** **How Do You Teach Students to Improve the World? Educating Global Citizens**

**Time:** 3:30pm – 5:00pm

**Description:** In this session Professor Fernando Reimers will draw on his recent book *One Student at a Time: Leading the Global Education Movement*, a study of the leadership challenges faced by HGSE graduates as they advance educational opportunity globally, discussing what lessons these leaders have learned as they address these challenges. He will then discuss how global citizenship education can help all students learn how to improve the world, drawing on two recent books, written with his graduate students, *Empowering Global Citizens* and *Empowering Students to Improve the World in Sixty Lessons*.

**Faculty:** Fernando Reimers  
**Location:** Askwith Hall  
**Session ID:** V