

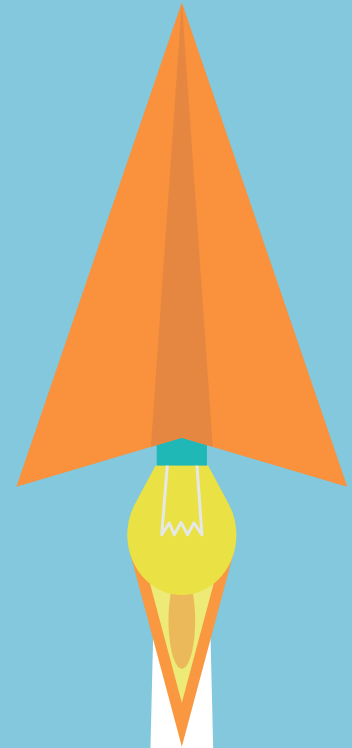
HARVARD



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 27**  
**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 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<br>9:00 - 10:00<br>Raddcliffe Yard Tent | HGSE Faculty 8X8<br>10:00 - 11:30<br>Raddcliffe Yard Tent | Bagged Lunch and Transition Time<br>11:30-12:00 | 12:00 PM<br><b>Session A: Schooling in the U.S.</b><br>12-1:30<br>West, M.<br>Larsen Hall 106  | 1:00 PM<br><b>Session B: Qualitative Investigations of Educational Inequalities</b><br>12-1:30<br>Jack, T.<br>Larsen Hall 203                                     | 2:00 PM<br><b>Session H: Schooling in the U.S. (repeat)</b><br>1:45-3:15<br>West, M.<br>Larsen Hall 106   | 3:00 PM<br><b>Session I: Changing the World, One Human Interaction At a Time (repeat)</b><br>1:45-3:15<br>Li, J.<br>Gutman Library 303   | 4:00 PM<br><b>Session O: Educational Testing: A First Quick Look Under the Hood</b><br>3:30-5<br>Koretz, D.<br>Larsen Hall 106  | 5:00 PM<br><b>Welcome BBQ</b><br>Begins at 5:00<br>Raddcliffe Yard Tent |
|  |   |   | 12:00 PM<br><b>Session C: How do we know what we know? An invitation to explore your assumptions about knowledge and justified truth in education</b><br>12-1:30<br>Brion-Meisels, G.<br>Larsen Hall 214 | 1:00 PM<br><b>Session D: Approaching The Creative Process by James Baldwin</b><br>12-1:30<br>Seidel, S. & Upchurch, A.<br>Gutman Conference Center                | 2:00 PM<br><b>Session J: College and Career Readiness in the 21st Century</b><br>1:45-3:15<br>Savitz-Romer, M.<br>Longfellow Hall 319+320   | 3:00 PM<br><b>Session Q: Ready, Set, Collaborate: Make the Most of Your Meetings</b><br>3:30-5<br>Boudett, K.<br>Larsen Hall 214   | 4:00 PM<br><b>Session R: Diverse and Equitable Schools: How Can "Our Children Begin to Learn Together," So That "Our People [Can] Learn to Live Together?"</b><br>3:30-5<br>Teitel, L.<br>Longfellow Hall 319+320 | 5:00 PM   |
|  |   |   | 12:00 PM<br><b>Session E: The Secrets to Motivation in Inclusive Classrooms</b><br>12-1:30<br>Bondie, R.<br>Longfellow Hall - Eliot Lyman (Rm. 222)  | 1:00 PM<br><b>Session F: Changing the World, One Human Interaction At a Time</b><br>12-1:30<br>Li, J.<br>Gutman Library 303                                       | 2:00 PM<br><b>Session K: Zeroing in on Learning: Engaging with Project Zero Research</b><br>1:45-3:15<br>Wilson, D.; Gardner, H.; Grozzer, T.; and other PZ researchers<br>Gutman Conference Center | 3:00 PM<br><b>Session L: How do we know what we know? An invitation to explore your assumptions about knowledge and justified truth in education (repeat)</b><br>1:45-3:15<br>Brion-Meisels, G.<br>Larsen Hall 214 | 4:00 PM<br><b>Session S: Transformative Justice</b><br>3:30-5<br>Stern, K.<br>Gutman Conference Center  | 5:00 PM   |
|  |   |   | 12:00 PM<br><b>Session G: The Pattern Driven Nature of Cognition: How It Can Lead to Traps and Bias or Insight and Understanding</b><br>12-1:30<br>Grozzer, T.<br>Larsen Hall G-08                       | 1:00 PM<br><b>Session M: The Damaging Effects of Stereotypes: Unveiling the Myth of the Model Minority Stereotype</b><br>1:45-3:15<br>Kim, J.<br>Larsen Hall G-08 | 2:00 PM<br><b>Session N: The Secrets to Motivation in Inclusive Classrooms (repeat)</b><br>1:45-3:15<br>Bondie, Rhonda<br>Longfellow Hall - Eliot Lyman (Rm. 222)                                   | 3:00 PM<br><b>Session T: The Politics of Teaching</b><br>3:30-5<br>Harouni, H.<br>Gutman Library 303   | 4:00 PM<br><b>Session U: 10 Things Educational Professionals Should Know About Statistics</b><br>3:30-5<br>Ho, A.<br>Longfellow Hall G-08   | 5:00 PM   |

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

**Andrew Ho**

*Big data: The Distribution of Academic Achievement in The United States*

**Dana McCoy**

*Beyond Letters and Numbers: The Role of Schools in Supporting Non-academic Skills*

**Rick Weissbourd**

*Raising Moral Children in Morally Troubled Times*

**Nonie Lesaux**

*Getting it Right from the Start: The Role of Early Education in Shaping the Future of Today's Children*

**Natasha Warikoo**

*Why the way we talk about Affirmative Action Prevents Progress toward Racial Justice*

**Tom Hehir**

*How Did You Get Here? Students with Disabilities and Their Journeys to Harvard*

**Liz City**

*The Central Role of Task in Learning*

**Irvin Scott**

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

## 12:00pm – 1:30pm Sessions

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### 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 Hall 106  
**Session ID:** A

### Qualitative Investigations of Educational Inequalities

**Description:** What leads to the reproduction of inequality in schools? Cultural scholars employ many tools to answer this question. Is it about how much cultural capital you inherit from your parents? Is it about the repertoires that you use to navigate school? We will discuss these different analytical tools as we begin our investigation into studies that examine how inequality, race, and poverty shape youth from elementary school to college.

**Faculty:** [Tony Jack](#)  
**Time:** 12:00-1:30pm  
**Location:** Larsen Hall 203  
**Session ID:** B

### 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:** 12:00-1:30pm  
**Location:** Larsen Hall 214 - ***This session will repeat from 1:45pm-3:15pm***  
**Session ID:** C

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## 12:00pm – 1:30pm Sessions (cont.)

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### Approaching *The Creative Process* by James Baldwin

**Description:** This essay by James Baldwin was published in 1962/63, the same period in which his book of essays, *The Fire Next Time*, was published, as well as an essay called *A Talk with Teachers*. At that time, Baldwin, a 38-year-old queer Black writer and activist was clearly considering the role of artists and educators in relation to their society. Here is a short passage from that essay, echoing some of the major themes in *The Creative Process*, which, itself, could have well been called 'a talk with artists'.

The purpose of education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions, to say to himself this is black or this is white, to decide for himself whether there is a God in heaven or not. To ask questions of the universe, and then learn to live with those questions, is the way he achieves his own identity. But no society is really anxious to have that kind of person around. What societies really, ideally, want is a citizenry which will simply obey the rules of society. If a society succeeds in this, that society is about to perish. The obligation of anyone who thinks of himself as responsible is to examine society and try to change it and to fight it – no matter what risk. This is the only hope society has. This is the only way societies change.

In this session, we will examine the text of *The Creative Process* through the use of some simple protocols for the study of texts in pairs and trios. We encourage those who attend to identify particular passages in the text which are compelling, challenging, and/or raise important questions for you. Please come prepared to share and listen.

**Faculty:** Steve Seidel and Aysha Upchurch  
**Time:** 12:00-1:30pm  
**Location:** Gutman Conference Center  
**Session ID:** D

### 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:** 12:00-1:30pm  
**Location:** Longfellow Hall, Eliot Lyman Room 222 - ***This session will repeat from 1:45pm-3:15pm***  
**Session ID:** E

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## 12:00pm – 1:30pm Sessions (cont.)

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### 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  
**Location:** Gutman Library 303 - *This session will repeat from 1:45pm-3:15pm*  
**Session ID:** F

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

**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  
**Time:** 12:00-1:30pm  
**Location:** Larsen Hall G-08  
**Session ID:** G

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## 1:45pm – 3:15pm Sessions

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### 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 Hall 106  
**Session ID:** H

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## 1:45pm – 3:15pm Sessions (cont.)

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### 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:** Gutman Library 303  
**Session ID:** I

### 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:** 1:45-3:15pm  
**Location:** Longfellow Hall 319 & 320  
**Session ID:** J

### 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 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, Tina Grotzer, and other PZ researchers  
**Time:** 1:45-3:15pm  
**Location:** Gutman Conference Center  
**Session ID:** K

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## 1:45pm – 3:15pm Sessions (cont.)

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### **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  
**Location:** Larsen Hall 214  
**Session ID:** L

### **The Damaging Effects of Stereotypes: Unveiling the Myth of the Model Minority Stereotype**

**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:** [Jo Kim](#)  
**Time:** 1:45-3:15pm  
**Location:** Larsen Hall G-08  
**Session ID:** M

### **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  
**Location:** Longfellow Hall, Eliot Lyman Room 222  
**Session ID:** N

## 3:30pm – 5:00pm Sessions

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### **Educational Testing: A First Quick Look Under the Hood**

**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:** [Dan Koretz](#)  
**Time:** 3:30-5:00pm  
**Location:** Larsen Hall 106  
**Session ID:** O

### **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:** 3:30-5:00pm  
**Location:** Larsen Hall 203  
**Session ID:** P

### **Ready, Set, Collaborate: Make the Most of Your Meetings**

**Description:** In this interactive, practical session, [Meeting Wise](#) co-author Kathy Boudett will introduce easy-to-use tools that will support you in having effective group project meetings this year... and set you up to run great meetings in your next job.

**Faculty:** [Kathy Boudett](#)  
**Time:** 3:30-5:00pm  
**Location:** Larsen Hall 214  
**Session ID:** Q

### 3:30pm – 5:00pm Sessions (cont.)

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

**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 2018, 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](#)  
**Time:** 3:30-5:00pm  
**Location:** Longfellow Hall 319 & 320  
**Session ID:** R

## **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. We will also consider “radical hospitality” as an embodied expression of justice that transforms.

**Faculty:** [Kaia Stern](#)  
**Time:** 3:30-5:00pm  
**Location:** Gutman Conference Center  
**Session ID:** S

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## 3:30pm – 5:00pm Sessions (cont.)

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### 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. Drawing on the tradition of Critical Pedagogy, the session is both an introduction to that tradition and an attempt to show potential areas for further work and study. 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:** 3:30-5:00pm  
**Location:** Gutman Library 303  
**Session ID:** T

### 10 Things Educational 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 educational 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](http://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 educational professional needs to know.

**Faculty:** Andrew Ho  
**Time:** 3:30-5:00pm  
**Location:** Larsen Hall G-08  
**Session ID:** U