Teaching, Learning and Leadership Division
Representative Course listing

M.S.Ed. Conceptualization and Content Courses

EDUC 668. Master's Paper Seminar (FPE). (B) Aplenc/Staff.
The master's paper is a 30-40 page research paper that is required for completion of the M.S.Ed. degree in the Foundations & Practices of Education division. The paper will be either an original research project or an original synthesis of previous research and argumentation.This course is set up to provide workshops and regular consultation and feedback on three drafts of the paper. (*TLL Division; MSEd level; core (required) MSEd course; permit required; offered fall*)

EDUC 616. Master's Foundations of Teaching and Learning. (A) Kafai/Yoon/Staff. Prerequisite(s):
The course explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing, and learning? A central goal of the course is to encourage students to consider these questions and their interconnections for themselves, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international. (*TLL Division; MSEd level; core (required) MSEd course; permit required; offered fall*)

Ph.D./Ed.D. Conceptualization and Content Courses

EDUC 726. Doctoral Foundations of Teaching and Learning. (C) Kafai/Remillard/Yoon/Staff.
The course explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing, and learning? A central goal of the course is to encourage students to consider these questions and their interconnections for themselves, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international. (*TLL Division; Phd-EdD level; core (required) PhD/EdD course; permit required; offered fall*)

PhD/EdD Inquiry and Investigation Courses (methods)

EDUC 655. Fieldwork & Mentoring. (C) Ravitch.
This course is for practitioners and researchers engaging in mentoring, supervision, and fieldwork in teacher education and counseling as well as in social work and other applied development fields. The course introduces and evaluates cutting-edge research in the areas of mentoring, supervision, and fieldwork within and across a range of fields including teaching and teacher education, counseling and counselor education, psychology, social work, medicine, and international development with a focus on theory-research-practice connections, integrations, and tensions in these literatures and areas of practice. (*TLL Division; Phd-EdD level; elective course; permit required; offered fall*)

Ph.D./Ed.D. Professional Experiences-related Courses

EDUC 621. Proseminar in Professional Education. (C) Ravitch/Staff.

The course focuses on the development of an awareness of, and the skills for engaging in, academic discourse, both written and verbal. The course will provide structured support for students to develop a theoretical and operational understanding of the roles and uses of conceptual frameworks in research and to develop and refine a diverse set of academic writing and presentation skills. This course will provide opportunities to explore the conventions, expectations, and experiential dimensions of academic scholarship including specific genres and approaches to research and (*TLL Division; Phd-EdD level; core (required) PhD-EdD course; permit required; offered fall*)

Research Apprenticeship Course (RAC)
The RAC is part of the professional and academic strand and is designed to assist doctoral students in developing, conducting, and presenting their original research. The course focuses on students' research interests and assumes participation in the scheduling of activities, in presentations, and in formulating the RAC agenda as it pertains to the collective needs of the group. RAC also includes a mentorship component in which more advanced students serve as mentors to newer students under faculty oversight. Participation in RAC generally begins in the first year of doctoral studies and continues through completion of thesis. (*TLL Division; Phd-EdD level; core (required) PhD-EdD course; permit required; offered fall and spring*)

Examples of Courses with an Educational Leadership Focus

EDUC 508. Managing People. (C) Dwyer.
Professionals in organizations spend much, and often all of their time, attempting to influence others-- subordinates, peers, superiors, clients, boards, owners, regulators, pressure groups, media and others. This course presents an approach to human influence, based on the relationships among values, perceptions, and behaviors. (TLL Division; *MS/Phd-EdD; elective course; no permit required; offered fall, spring*)

EDUC 529. Organizational Learning and Education. (B) Supovitz.
This course is an exploration of the theory, research, and practice of how individuals learn within organizational contexts and how organizations themselves may learn, as well as the social, cultural, and organizational forces that influence this process. (TLL Division; *MSEd/PhD-EdD; elective course/leadership specialization; no permit required; offered as needed*)

EDUC 618. Leadership in Educational Institutions. (B) Lytle, J.;
In this course class members will simultaneously engage in an academic study of educational leadership focusing on Pre-K-12 schools and school districts, and in a continuing leadership development laboratory experience designed to increase one's personal efficacy as leader. A basic assumption for the course is that leadership is a central component of schooling; teaching is considered as foremost a leadership activity, whether with five year olds or high school seniors, and successful schools and districts are assumed to have capable leaders. The course will give particular attention to the recent shift in role expectations for school leaders - from competent manager to accountable instructional leader - and what this shift means in relation to the day-to-day work of educational leaders. (TLL Division; *MS/Phd-EdD; elective course; no permit required; offered spring*)

Examples of Courses with a Learning Science and Technologies Focus

EDUC 552. Video Games and Virtual Worlds as Sites for Learning. Kafai/Staff.
Drawing on work from the education, psychology, communication, and the growing field of games studies, we will examine the history of video games, research on game play and players, review how

researchers from different disciplines have conceptualized and investigated learning in playing and designing games, and what we know about possible outcomes. We will also address issues of gender, race and violence that have been prominent in discussions about the impact of games. (TLL Division; *MSEd/PhD-EdD; elective course/LST specialization course; no permit required; offered fall*)

EDUC 639. Design of Learning Environments. Yoon/Staff.
This course examines different theoretical frames and strategies related to the study and design of learning environments in school, community and online contexts. Physical, social and cognitive aspects of learning situations are considered as students evaluate current research and applications in a variety of existing educational learning environments. (TLL Division; MSEd/*Phd-EdD; elective course/LST specialization course; no permit required; offered spring*)

Examples of Courses with a Teaching and Learning Focus

EDUC 665. Research on Teaching. Remillard. This course is designed to explore the research literature on classroom teaching processes as well as the contrasting conceptual and methodological approaches upon which this literature is based. The course is intended to help students become aware of the major substantive areas in the field, develop a critical perspective on contrasting paradigms, and raise questions about the implication of research on teaching for curriculum, instruction, evaluation, and teacher education (TLL Division; MSEd/*Phd-EdD; elective course; no permit required; offered as needed*)

EDUC 719. Research on Teacher Education and Learning to Teach. (B) Rust.
This course focuses on issues of research, practice, and policy related to teacher education at the preservice, induction, and continuing education levels in the United States and internationally. The course is designed as a seminar to engage participants in the study of teacher education through interaction with researchers and policy-makers, through in-depth study of critical issues in the field, and through engagement with teacher education programs. It is anticipated that each course participant will develop a literature review focusing on one or more topics related to critical issues in teacher education. (TLL Division; MSEd/*Phd-EdD; elective course; no permit required; offered as needed*)

Examples of Elective Courses

EDUC 513. Development of the Young Child. (D) Goodman.
This course will blend an explanatory and descriptive account of behavioral evolution over the yearly years of life. After a review of "grand" developmental theory and the major themes of child change (from images to representation; from dependence to independence; from instinctual to social beings), this course will survey the child's passage from infancy through the early school years. While the emphasis will be on the nature of the child--what she/he sees, feels, thinks, fantasizes, wants and loves--these realities will be understood in terms of developmental theory. At each stage, the course will review the development of cognition, personal identity, socialization, and morality in pluralistic contexts. (*TLL Division; MS/Phd-EdD level; elective course; no permit required; offered as needed*)

EDUC 590. (GSWS590) Gender & Education (ELD). (B) Staff.
This course is designed to provide an overview of the major discussions and debates in the area of gender and education. While the intersections of gender, race, class, ethnicity, and sexuality are emphasized throughout this course, the focus of the research we will read is on gender and education in English-speaking countries. We will examine theoretical frameworks of gender and use these to read popular

literature, examine teaching practices and teachers with respect to gender, using case studies to investigate the topics. (*TLL Division*; *MS/Phd-EdD level; elective course; no permit required; offered as needed*)

EDUC 619. (URBS619) Critical Perspectives in Contemporary Urban Education. Staff.
The focus of this course is the conditions for teaching and learning in urban public schools, current theories of pedagogy in urban education, and perspectives on urban reform efforts. (TLL Division; *MS/Phd-EdD; elective course; no permit required; offered as needed*)