A802: Intensive Preparation for the Study of International Education (IPSIE)  
August 13-23, 2018

Course Instructors
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Course Website  
https://canvas.harvard.edu/courses/42021

Course Overview
The IPSIE curriculum focuses on research and writing skills that will be useful to students in the International Education Policy (IEP) program. The curriculum is focused around key topics in the field of Comparative and International Education—Literacy & Multilingual Education; Comparative and International Education; Stratification and Education; and Education in Emergency and Conflict Situations—that will allow students to deepen their understanding of content areas while also learning to use concepts in statistics and economics, quantitative and qualitative methodologies and strengthening their writing.

To capitalize on and engage with the many diverse and rich experiences of the class, we will purposefully examine intersections of education research, policy and practice, and include examples, when appropriate, from different geographical parts of the world. As a teaching team, our goal is to ensure that students are not only best prepared for an intensive, yet enriching and fun academic year ahead, but will also begin to develop the skills to be nuanced education change-makers in the future.

Our time in class each day will be structured very differently and depending on the learning objectives of each session, we will use a variety of different pedagogical styles including lectures, whole group discussions, small group discussions, case study discussions and interactions with past alumni and several guest speakers.

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**Course Format**

Classes will meet from 9:30 A.M. – 12:30 P.M. and from 1:30 – 4:30 P.M. Students should use the hour from 12:30-1:30 for lunch and to take the opportunity to get to know their fellow classmates. Your classmates will be among your greatest support systems in the coming year. There will be one short written assignment and plenty of discussion time to communicate research and ideas, and to receive feedback.

**Course Materials**

Course materials are available online via the citations or links provided in the syllabus. When indicated, articles will either be accessed via 3-in-1 Education Abstracts or available as a part of the course iPa© on the course website.

**Course Expectations**

*It is expected that you attend every class.* If there are unforeseen circumstances that prohibit your attendance in class, please inform the instructors, in advance. In the case of continued absences, you may be asked to drop out from the program. If you need to miss a class, it is essential that you read the assigned readings as well as the class slides (if applicable) carefully and ask the instructors if you have any questions. It is expected that students will:

- Read carefully and critically before each class and come prepared to class
- Participate actively, yet respectfully, to class discussions and contribute to the creation of classroom environment where everyone feels comfortable to share and learn
- Submit the written assignment on time. **No extensions will be granted.**

The goals of this course are directly related to the core values of the IEP program and the competencies it intends to develop in all its students. It is therefore expected and hoped that you will remain accountable and take charge not just of your own learning but will also simultaneously shape this learning community to be a rich mosaic of diverse experiences, thoughts and ideas.

As a teaching team, we strongly believe that teaching and learning are always in conversation with one another. We hope that you will see us not just as teachers, but also learners; and in turn teach us through your varied experiences across the globe.

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1 Please refer to the schedule for an overview of the sessions, timings and locations. Classrooms for the sessions vary so please be on the lookout for the schedule.

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How to read (with thanks to Dr. Sarah Dryden-Peterson):

Your reading should be engaged, thorough, and reflective. It is helpful to respond to the following questions:

1. What is the main point of the reading? What sub-points contribute to this main point?
2. What “conversation” (intellectual/political context) does the reading enter into/respond to?
3. What experiences, information, or exposure influence how you read this piece? Where are your reactions coming from?
4. What are the practical and/or intellectual implications for you? For others?

Specific tips for reading empirical studies:

1. What methods are used? How do the author(s) describe the rationale, benefits, and challenges of their choices?
2. What evidence does the author(s) base his/her claims upon?
   a. Is the argument credible? What makes it so (or not so)?
   b. Who is the intended audience?
   c. What/whose points of view are presented/represented? What/whose are missing?

Tips on Participation (with thanks to Dr. Sarah Dryden-Peterson)

We hope that you will:

• Conduct yourselves as respectful and responsible professionals in all interactions with class members
• Participate actively and present ideas that spark discussion and debate: dissent is valued
• Whenever possible, base your arguments in evidence, especially from the readings
• Integrate questions and reflections from the readings along with your own lived experiences
• Be in conversation with one another by connecting different ideas and not necessarily presenting your own in a silo
• To give everyone a fair chance to participate, please regulate and monitor your own participation. Encourage your classmates to speak up and participate in creating a safe and inclusive learning environment
• Understand that if we don’t hear your voice in the conversation, we will call on you to

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contribute. This is not because we seek to intimidate but because we believe that your perspectives can add value to the conversation. This is a common pedagogical tool at Harvard and will better prepare you for classes across Harvard’s graduate schools.
Monday, August 13

Morning session: Introductions + Small Group Discussions

During this session, we will facilitate introductions using a mapping tool. You will have time to discuss your initial research interests and professional experience with your peers.

Afternoon session 1: How to formulate a research question?

Today you will work on refining your research question.

Guiding Questions/Prompts:
- What role should theory play when formulating your research question?
- How can qualitative and quantitative studies complement one another?

Required Reading:

Afternoon session 2: Leadership Case Study

Through a case, we will examine the inherent tensions that arise between ‘good intent’ and ‘impact’ and what might be the desirable and undesirable consequences of education interventions and programs that seek to ‘do good’ in the world.

Framing Questions:
- What is the role of private philanthropy in education projects in the developing world?
- What kinds of schools are in the best interests of the student and in the best interests of the nation?
- How can private resources be allocated to support and strengthen under-financed education systems?
- What are the complexities of being an ‘outsider’ while working in the field of international education development?

Required Reading:


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Tuesday, August 14

Morning session 1: Conducting Research Workshop

*Students will learn how to use the electronic research tools available through the Harvard libraries web site to support their own critical inquiry.*

Morning session 2: Walking through an HGSE paper

*In this session, we will examine and dissect a small range of exemplary student papers to better understand HGSE writing norms, APA formatting, and what high-quality academic content looks like.*

Framing questions:

- What kinds of writing assignments will I be expected to complete at HGSE?
- What writing format is used in educational research?
- How are excellent educational research and academic papers organized?

Required Reading:

[Will be distributed in class.]

Afternoon session: Microeconomics for educators

*In this session we will explore the ways in which microeconomics can be a powerful policy tool for understanding international education topics such as demand for schooling and teacher labor markets. Students will be introduced to simplified economic models and will also be familiarized with its links to drawing causal inferences and analysis.*

Framing questions:

- What is the current state of evidence around the education related questions raised in the chapters? What remains to be known around different kinds of educational interventions?
- How might educational interventions alter the demand and supply of education? Do you think they're successful in changing the quality of learning experiences?

Required Reading:

Chapter 4 of Banerjee, A., & Duflo, E. (2011). *Poor Economics: A radical rethinking of the way to fight global poverty.* Public Affairs, 71-103 [32 pages] [iPa©]


*NOTE: This syllabus is subject to changes before or during IPSIE.*
[approx. 4 pages]

Faculty Talk: View Dr. Felipe Barrera-Osorio’s profile.
Wednesday, August 15

Morning session: Topic: Literacy and Multilingual Education

We will use readings to begin to explore research and reports that are used in policy analysis. Today’s topic is literacy and multilingual education and we will consider the framing questions below.

Framing questions:
- What do we know about language and literacy acquisition?
- What psycholinguistic and sociolinguistic factors are important in education policies in multilingual contexts?
- What are effective interventions in improving literacy in multilingual societies?

Required Reading:

Ling, C., de Galbert P. (2018). Historical Landscape and Education Reform in Morocco. DRAFT.


Optional Reading:

Trudell, B. and Young, C. (eds.) 2016. Good Answers to Tough Questions in Mother Tongue-Based Multilingual Education. SIL International

Ssentanda M. (2014). The Challenges of Teaching Reading in Uganda: Curriculum guidelines and language policy viewed from the classroom

Afternoon session 1: Examining Pedagogy and Curriculum

In this session we will learn about conceptions of pedagogy and approaches toward curriculum development.

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Framing questions:
- What is the banking model of education?
- What is ‘backwards planning’?
- How can these two concepts support learning and curriculum development?

Required Reading:
*Retrieve from:*

*Retrieve from:*

**Afternoon session 2: Scavenger hunt**

*Learn about the resources available around Harvard.*

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Thursday, August 16

Morning session: Refugee education

Students will be introduced to one of the most complex issues within international education development—that of education in situations of conflict. Through this preliminary introduction, some common perceptions around education in these contexts will be challenged and students will be exposed to existing global frameworks in this field.

Framing questions:

- What do we mean by the term “global refugee crisis”?
- What are the major institutions and frameworks that guide emergency and humanitarian responses to refugees?
- What schooling models, funding and policy structures, and remaining contradictions and tensions structure the field of refugee education?

Required Reading:

All:


Groups:
Please read the articles below according to the group you were assigned based on your response to the welcome survey. Please do not change groups without notifying the instructor, as the numbers of people in each group matter!

Models of schooling in refugee education


Policy and funding structures for refugee education

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Education Cannot Wait website—read “The situation” and “About ECW”

Contradictions and tensions in refugee education


Afternoon session: Movie and Discussion – Human Flow by Ai Weiwei

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Friday, August 17

**Morning and afternoon sessions: Qualitative Research Methods in Action**

The morning session will provide an introduction to a range of qualitative research methods – such as interviewing, portraiture, ethnography, discourse analysis and positioning. Students will also be exposed to the foundations of qualitative research in education.

In the afternoon session, students will apply concepts from the morning workshop to deepen their understanding of qualitative methods and will present their findings back to the class. We will also be joined by IEP alumni at the end of the day.

**Framing questions:**

- What is the purpose of qualitative research in education?
- Whose views and voices are represented in the different kinds of qualitative research?
- What is the salience of research relationships and ethics in qualitative research?
- How do multiple methods lead to different or similar findings?
- Where do we as an audience feel drawn in or left out while reading and reviewing these works? Why?

**Required Reading:**

Succarie, Mayssun. (2014). *Bartering Palestine for Research*


Terkel, Studs (1969). *Interview with George Drossos* (7 minutes, 43 seconds) from interviews for Division Street: America. Before you start listening to the recording, please read the very brief paragraph at the top of the webpage about these interviews and Division Street: America

Based on the starting letter of your last name, please complete the assigned reading. This reading is to expose each of you to a wide variety of qualitative research in and outside of education. **Please ensure you complete this reading as we will be sharing our reflections in class in both smaller and large groups.** Please read the text closely to be prepared to discuss the assigned work (based on your last name).


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Books. Skim the Introduction: ‘Exits: visible and invisible’ (p. 3-15) and read Chapter Three: Freedom (p. 90 – 118).


- Last name starts with a letter between S-Z will read parts of an ethnography: Bellino, M.J. (2014). “*Violence is who we are*: Adolescents constructing Human Rights Consciousness in "Postwar” Guatemala. Pay particular attention to the methodology and the findings.

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Monday, August 20

**Morning and afternoon sessions: Reading and Writing about Statistics workshop**

_This day will be split in two successive sessions that students can self-select into based on passed statistical training. We will provide a gentle introduction to statistics concepts common in policy research—such as mean, median and standard deviation; correlation; and "statistical significance." We will also explore common education indicators, and sources that provide important data for policy makers and researchers. The session will offer a basic introduction to statistical software commonly used at HGSE and beyond._

**Framing questions:**

- How are quantitative studies designed?
- What findings are interesting to you, and what evidence is used to support them in these reports?
- What may be some limitations of these studies?

**Required Reading:**

Brief overview of the existing learning assessments


**PIRLS:**


*Two excellent resources in introductory and intermediate statistics, which are available in the library for your ongoing reference (but not required during IPSIE), are:*


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**Assignment: Due August 20, 9 p.m.**

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Tuesday, August 21

Morning session: Comparative and International Education

In this session we will explore key themes within the field of comparative and international education. We will discuss the importance of comparison in education, and the role of international organizations in furthering a global education agenda.

Framing questions:

- What is the purpose of comparison in education?
- What is the state of the field of comparative and international education? What is the field’s agenda for the coming years? Why?
- Who are the main actors in the field and what makes them distinct or similar?

Required Reading:


Browse through the website of the Class of 2018 and read any 2 articles of interest - http://www.hindustantimes.com/class-of-2018/

Based on the starting letter of your last name, please review the education sections of the following organizations’ websites. Pay particular attention to the work these organizations undertake, their goals and objectives, their approach, key stakeholders, partners and funders.

- Last name starts with a letter between A-B: UNESCO
- Last name starts with a letter between C-E: UNICEF
- Last name starts with a letter between F-H: Save the Children
- Last name starts with a letter between I-L: Pratham
- Last name starts with a letter between M-P: Global Partnership for Education
- Last name starts with a letter between Q-T: Education Cannot Wait

Last name starts with a letter between U-Z: USAID

Afternoon session: Thinking about the entire year

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In this session we will reflect and discuss personal objectives for the year. We will introduce ways to approach the program in a way to develop a cohesive experience that matches each individual’s personal goals. We will also hear from Professor Felipe Barrera-Osorio.

**Required Reading:**

Read the personal statement you wrote in your application. Feel free to revisit it if your personal and professional goals have changed.


Blog: Green (2017). *If academics are serious about research impact, they need to learn from advocates*. Read the blog and the first 3 comments.

Faculty Talk: Read about [Dr. Joe McIntyre research](http://example.com).
Wednesday, August 22

Welcome with Fernando Reimers
Please read Dr Reimers’ profile.

Morning session: Stratification and Education

In this session we will explore key ideas related to stratification and education. We will focus on definitions of equality and equity, neoliberalism and its failures, and various forms of capital.

Required Reading:


- All: Read Introduction & Conclusion
- Last name starts with a letter between A-E will read *Cost Recovery & User Fees* (pp. 312-319)
- Last name starts with a letter between G-K will read *Private vs. Public Schools* (pp. 319-324)
- Last name starts with a letter between L-R will read *Output-based Aid to Education* (pp. 325-331)
- Last name starts with a letter between S-Z will read *Underlying Problems* (pp. 331-335)


- All: Read Conversation
- Last name starts with a letter between A-E will read about *Cultural Capital* (pp. 243-248)
- Last name starts with a letter between G-K will read about *Social Capital* (pp. 248-252)
- All: Read *Conversion* (pp. 252-255)

Afternoon session 1: Writing workshop

“The scariest moment is always just before you start.” (Stephen King, *On Writing*)

The writing skills presented and practiced in this workshop will be determined by the five-page papers submitted on Monday, so that we can tailor this workshop to the needs of the group.

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Required Reading:

Please be sure to bring 2 printed copies of your memo to this workshop.

Faculty Talk: View Dr. Dana McCoy's profile.
Thursday, August 23

Morning session: Movie & Discussion: Schooling the World
We will explore the importance and the relevance of local community, culture, and context in human development. We will also consider the implications of this in international development in education.

Framing questions:
• How might understanding culture, community, and context be helpful to promote learning?

Required Reading:


Afternoon session 1: Case Study
In this session we will practice using our negotiation skillset through a pair exercise centered on girls education. We will discuss various sources of power and value creation strategies that can employed in both personal and professional negotiations. Attendance mandatory.

Framing questions:
• What are the various sources of power in a negotiation?
• Does a stronger BATNA guarantee a more favorable agreement?
• What role do implicit biases and identities play in negotiations?

Required reading: The required reading will be provided in class a day before. The success of this session depends on everyone attending and in being thoroughly prepared for the negotiation exercise.

Afternoon session 2:
Closing IPSIE and looking ahead.

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