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# EDUCATION DEPARTMENT

## **EDUC 201: Introduction to Special Education - Tuesday/Friday 11:20-12:35**

We will study characteristics of young children with disabilities and examine supportive programs, practices, and services. We will focus on theoretical and applied knowledge about disabilities, including communication disorders, sensory impairments, attention deficit and hyperactivity disorders, autism spectrum disorders, intellectual disabilities, giftedness, and physical and health related disabilities. We will discuss screening, assessment, early intervention, individualized education programs, inclusive education, community resources, family issues, and the requirements of various state and federal laws that impact children and students with disabilities. Students will learn how programs make accommodations, structure modifications, and differentiate instruction based on young children's needs.

Prerequisites: Some coursework in child education. | Distribution Requirements: EC - Epistemology and Cognition

## **EDUC 214: Ecologies of Education: Youth, Family, Community, and Power - Monday/Thursday 11:20-12:35 or Monday/Thursday 2:20-3:35**

School-age children and youth are often understood through the complex lives they lead in schools--academic achievers, behavioral misfits, and rebellious adolescents. Beyond the routine analyses of behavior, test scores and curriculum, what else can the lives of youth tell us about educational change? And who has power and agency to be part of educational decision-making? This course seeks to explore education by looking outside of schools: What are the experiences of students' families and what do they want for their children? How do relationships with peers influence a student's concept of self and sense of belonging in school? How do historical, political, and social encounters with race, class, and inequality shape families' interactions with schools? Through an exploration of research, memoir, children's literature and film as well as interactions with the course's community-based educators (caregivers, parent organizers, and community leaders), this course seeks to understand young people through their complex relationships and encounters within families, peer groups and community institutions, all the while interrogating the ways schools can integrate the holistic lived experiences of children and youth into theories of educational change.

Prerequisites: None | Distribution Requirements: SBA - Social and Behavioral Analysis.

## **EDUC226 / ECON226: Economics of Education Policy - Monday/Thursday 2:20-3:35**

Uses a microeconomic framework to analyze important questions in education policy about school finance, organization, efficiency, and equity. Is education a private good? What are the costs and benefits of expanded education for individuals, communities, and countries? What are the consequences of more widespread early childhood education and college attendance? What is the role of teachers, peers, and families in education? Does school choice promote student achievement? Applies concepts such as comparative statistics, subsidies, externalities, perfect and imperfect competition, cost-benefit analysis, and welfare analysis to these and other questions. Each semester includes one or two policy discussions on contemporary issues in education.

Prerequisites: ECON 101. ECON 102 and ECON 103 recommended. | Distribution Requirements: SBA - Social and Behavioral Analysis.



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# EDUCATION DEPARTMENT

## **EDUC 234: Children's Literature - Tuesday 12:45-3:25**

Children's literature has a transformative effect on student learning. We will examine, review, and critique children's literature, as well as the theory, research, and application that supports our understanding of its impact on learning. In this course, we will apply criteria for the selection of children's texts, and analyze them for bias. We will learn how children's literature can foster the development of empathy and identity by affirming the voices of marginalized and/or under-represented groups and creating windows of awareness for others. We will also learn how children's literature can strengthen vocabulary, language fluency, comprehension, and higher-order thinking. We will use a variety of texts from children's picture books to middle-grade chapter books that reflect the developmental range of school-age children.

Prerequisites: None. | Distribution Requirements: EC - Epistemology and Cognition

## **EDUC 245: Politics of Multilingualism in Schools - Wednesday 9:30-12:10**

The United States is multilingual. Since before colonization, many Indigenous languages have circulated as well as the languages of the colonizers and the languages brought by enslaved Africans. Today, there is incredible linguistic fluidity and diversity across the country. However, linguistic pluralism in schools has traditionally only been extended to the elite, making language a battleground for anti-Immigration, anti-Indigeneity, and anti-Blackness. In this course, students will unpack the linguistic ideologies that have been operationalized in schools and what these have meant for the experiences of multilingual learners. Students will learn about the history of multilingualism in schools, its current political landscape, and how grassroots efforts have imagined and pushed for linguistic justice.

Prerequisites: Permission of the instructor. | Distribution Requirements: SBA - Social and Behavioral Analysis

## **EDUC 303 Practicum: Curriculum and Supervised Teaching**

This course is supervised student teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement is required, with regular observations and conferencing.

Prerequisites: Students seeking teacher certification must apply to the department for admission to this course in the semester before it is taken; other students should contact the instructor either before or soon after registration to plan their field placement. | Distribution Requirements: SBA - Social and Behavioral Analysis

## **EDUC 308/SOC 308: Seminar: Children in Society - Wednesday 9:30-12:20**

This seminar will focus upon children and youth as both objects and subjects within societies. Beginning with consideration of the social construction of childhood, the course will examine the images, ideas, and expectations that constitute childhoods in various historical and cultural contexts. We will also consider the roles of children as social actors who contribute to and construct social worlds of their own. Specific topics to be covered include the historical development of childhood as a distinct phase of life, children's peer cultures, children and work, children's use of public spaces, children's intersectional experiences of inequality, and the effects of consumer culture upon children. Considerable attention will be given to the dynamics of the social institutions most directly affecting childhood today: the family, education, and the state.

Prerequisites: Open to Juniors and Seniors with one 100- or 200-level sociology course, or permission of instructor. | Distribution Requirements: SBA - Social and Behavioral Analysis



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# EDUCATION DEPARTMENT

## **EDUC 320: Observation and Fieldwork**

Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required.

Prerequisites: EDUC 300 or EDUC 304. Open only to students who plan to student teach.

Permission of the instructor required. | Distribution Requirements: SBA- Social and Behavioral Analysis.

## **EDUC 325 Seminar: Educating English Language Learners - Monday 2:40-5:20 at MIT**

Students will examine current research and practice in the teaching of English Language Learners, with a focus on secondary education. Students will explore challenges facing this diverse group of learners and how to build on the assets they bring to their classroom communities. Students will develop skills necessary to plan and promote discussion, engagement, and content mastery while supporting continued language development. Lesson planning will prioritize culturally relevant and responsive teaching while acquiring skills to analyze and adapt required teaching materials. Limited fieldwork observations are required either online or in person; more extensive fieldwork can be arranged. The course is structured to support students pursuing middle school and high school teacher licensure and meets requirements for a MA Department of Education endorsement in Sheltered English Immersion when MA Secondary Education certification requirements are completed. It is also applicable to students considering teaching abroad, in urban schools, or pursuing any other work with emerging bilingual youth.

Prerequisites: Open to students who have taken at least one education course and permission of the instructor. Taught at MIT. | Distribution Requirements: EC - Epistemology and Cognition

## **EDUC 336 Seminar: Theorizing Race in Educational Inquiry - Wednesday 2:30-5:10**

Since the 1990s, Critical Race Theory scholars in education have asserted that as long as race remains undertheorized, antiracist change in education will conveniently remain elusive. In this course, students will study texts that theorize race while engaging in their own collective and individual theory-building around the role of race in education. These two activities together will represent student praxis for social change; that is, students will enter a dialogic relationship with existing scholarship while theorizing it forward. Methodologically, this course centers counternarrative/storytelling as an inquiry method for students to explore the role of race in their lives, in their many endeavors (e.g., as researchers, teachers, and policymakers), and to surface new antiracist and liberatory ideas in education.

Prerequisites: Permission of the instructor required. Intended for EDUC majors or minors in their Junior or Senior year. | Distribution Requirements: SBA - Social and Behavioral Analysis

## **EDUC 339 Seminar: Perspectives in Teaching - Wednesday 3:30-6:10**

This small seminar engages students in the study and observation of teaching in all its dimensions, including the role of the teacher, the nuances of classroom interactions, and individual and group learning. Careful examination of curriculum materials and classroom practice in specific teaching fields in order to guide practice and to develop students' diverse perspectives. Students also learn about teacher research and the process of gathering data and acting to improve learning.

Prerequisites: EDUC 300 or EDUC 304, or permission of the instructor. | Distribution Requirements: SBA - Social and Behavioral Analysis