

Courses Related to Analysis, Design, Monitoring, Evaluation, Learning and Research

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Introduction

The purpose of this document is to provide students interested in a career in program monitoring and evaluation with a list of relevant courses at The Fletcher School of Law and Diplomacy, The Friedman School of Nutrition and Policy, Tufts University Urban and Environmental Policy, Harvard Kennedy School, Harvard Law School and Harvard Graduate School of Education. These courses provide skills and expertise across the ADMEL cycle (Analysis, Design, Monitoring, Evaluation and Learning) including research as an essential crosscutting skillset for a career in M&E. This listing is not intended as a guide for those interested in a career as an Impact Evaluator – while very related, there is a different orientation to the program M&E field. This list is not intended to be comprehensive, but a guide for further exploration. Students are encouraged to browse through courses offered by other schools in the Boston area.

Course Name	Course Number	Course Description	Analysis	Design	M&E	Learning	Research
THE FLETCHER SCHOOL OF LAW AND DIPLOMACY							
Introduction to Design, Monitoring and Evaluation of Peacebuilding and Development Programming	DHP P225	Design, Monitoring and Evaluation (DME) of Peacebuilding and Development will provide a practical introduction to three of the main elements of the program cycle. Beginning with peacebuilding theories that underpin program design, then discussing monitoring for decision making and the various forms of learning and accountability, the course ends with program evaluation from the perspective of an implementing actor or donor. The course focuses on the processes related to DME and applies them primarily to peacebuilding programming, though the processes are applicable across development and humanitarian spheres.		X	X		
Advanced Evaluation and Learning in International Organizations	DHP P228m	This advanced module is key for students who wish to develop the full-package of skills and concepts expected of professionals working in development and peacebuilding. At the end of this class, students will have a working knowledge of the key evaluation designs, approaches and tools; the ability to evaluate existing evaluations for adequacy of the design and quality; a clear picture of the link between evaluation and learning; and an overview of the latest strategies and challenges in creating learning organizations.			X	X	

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Overview of Research Methods	DHP D235M	(Module 1 of Research Methods Tracks) This first module (and requisite for subsequent modules in research methods track series) focuses on research design, creating a conceptual framework, methodological choices about the kind of data needed to answer a research question, research ethics, researcher self-monitoring and reflexivity, the politics of fieldwork, and validation of research.					X
Introduction to Qualitative Field Research Methods	DHP D244M	Module 2 of Research Methods) Split into two parts of a qualitative track Part 1: Qualitative Research Methods: Field Research This module will help students become familiar with various qualitative field research methods; develop good observational, interview, note-taking and recording skills; classify (code) and analyze qualitative data; develop concrete calls to action (policies, products, and programs); and write powerful and influential reports, essays, policy briefs and case studies.					X
Advanced Field Methods Research: Difficult Research Environments & Vulnerable Populations	DHP D245M	(Module 2 of Research Methods) Split into two parts of a qualitative track Part 2: Field Research in Difficult Environments with Vulnerable Populations Intensive 6 day course offered in May (readings sent out beforehand) How to prepare and care for yourself and research team in unstable and insecure environments; ethical considerations for research with populations in crises; best practices and best methods for researching and working with vulnerable populations; ethically and effectively presenting findings					X
Overview of Survey Methods	DHP D243M	(Module 2 of Research Methods Track) This module helps students; learn to develop questionnaires, sample design, and determine the forms of surveys best suited for their research questions; develop mixed methods data models; and understand how to analyze and write up survey data.					X
Summer Field Research Practicum		(Module 3 of Research Methods Track) The practicum is for students planning to go the field (in or out of the U.S.) to undertake 2-12 weeks of research (depending on their project). The prerequisite is at least one of the previous modules and IRB submission.					X
Gender, Conflict and Culture in Complex	DHP D232	This course examines situations of armed conflict, civilian experiences of these crises, and the international and national humanitarian and military responses to these situations from a gender perspective and highlights the policy and program implications that this perspective presents. Topics covered include gender analyses of current trends in armed conflict and terrorism, and of the links among war economies, globalization and armed conflict; the manipulation of gender roles to	X				

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Humanitarian Emergencies		fuel war and violence; gender and livelihoods in the context of crises; masculinities in conflict; sexual and gender-based violations; women's rights in international humanitarian and human rights law during armed conflict; peacekeeping operations; peacebuilding; and reconstruction. Case studies are drawn from recent and current armed conflicts worldwide.					
Gender and Human Security in Transitional States and Societies	DHP D231	This course uses gender as a key analytical tool to examine states and societies transitioning from large-scale social and political upheaval. It explores key gender dimensions of such transitions and their implications for states, societies and citizens, including those that have moved toward more democratic forms of governance and those that transitioned (or appear to be transitioning) into more authoritarian or fundamentalist regimes. The course balances a population-focused approach (examining the evolving roles, expectations, and norms for men, women, boys and girls) with an analysis of the health, humanitarian, development, security, justice/legal, and governance sectors.	X				
Conflict Resolution Theory	DHP D223	This course offers an overview of theories of conflict and approaches to conflict resolution. It surveys theories of conflict that originate in various disciplines including sociology, political science, international relations, social psychology, and law. It presents multiple levels of analysis to explain both inter-state and intra-state conflicts. It also reviews approaches that seek to settle and to transform the relationships of disputing parties. This course will provide an in-depth and a critical look at leading theories of conflict and conflict resolution and will explore some of the major theoretical debates in the field.	X	X			
Conflict Resolution Practice	DHP D225	This seminar focuses on three crucial aspects of conflict resolution practice: conducting a conflict assessment; facilitating discussions and consensus building processes in the context of intergroup conflict; and designing and conducting effective dialogues between contending identity groups. The seminar will emphasize the applied aspects of these processes and will use demonstrations, films, exercises, and guest lecturers. It will culminate with organizing and conducting a problem-solving workshop under the leadership of the instructor. Open to students who have completed D223.	X	X			
Gender Theory and Praxis	DHP P214	This course provides a foundation in key theories and frameworks for understanding gender issues across disciplines. Drawing on key texts from the fields of anthropology, philosophy, post-colonial theory, women's and gender studies, feminist theory, international relations, development economics, environmental studies and beyond, students will explore the role of gender and gender relations across the spheres of social, cultural, political, economic and religious life. The course syllabus seeks to capture the diversity of identities and viewpoints that are reflected in theoretical conversations about gender. While many of these debates are commonly discussed with reference to international studies, this course will also wade into the realm of the domestic, exploring how gender theories manifest in reproduction, labor, and peacetime relationships	X				
Nutrition in Emergencies:	DHP D237	The course will introduce students to the emergency nutrition response in complex emergencies. The implications of an emergency nutrition approach for assessment and analysis, policy development, program design and implementation will be	X	X			

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Policies, Practice, and Decision-making		examined. This will provide an understanding of the causes and nutritional outcomes of humanitarian crises and complex emergencies (malnutrition, morbidity and mortality). The course has a field-oriented focus based on a wide range of recent and past food and nutrition crises ranging from Yemen to the Venezuelan crisis. The course reviews international response strategies, nutrition programs and relevant policies; and incorporates relevant applied research. The course provides the opportunity for active class participation drawing upon the actual work experience of the students and applying a range of up-to-date case-study materials based on current humanitarian crises.					
Econometrics	EIB E213	This course introduces students to the primary tools of quantitative data analysis employed in the study of economic and social relationships. It equips students for independent econometric research and for critical reading of empirical research papers. The course covers ordinary least squares, probit, fixed effects, two-stage least squares and weighted least squares regression methods, and the problems of omitted variables, measurement error, multicollinearity, heteroskedasticity, and autocorrelation.			X		X
Econometric Impact Evaluation	EIB E245 and E247	The course will cover econometric impact evaluation theory and empirical methods for measuring the impact of development programs (including randomization, difference-in-differences, regression discontinuity, and propensity score matching). The curriculum will combine theory and practice. The primary objectives of the course are to provide participants with the skills to understand the value and practice of impact evaluation within development economics, design and implement impact evaluations and act as critical consumers of impact evaluations. E245 (spring) focuses on Public Policy and Social Programs while E247 (fall) focuses on impact evaluation for Development .			X		
Marketing Research Analysis	EIB B262	This course adopts a comprehensive hands-on approach to designing and conducting research. From classic opinion research to social media analytics, a wide range of contexts, problem areas, and methods are covered that are relevant across disciplines and fields of study. Students will be exposed to the various stages of the research process from recognizing the need for research and defining the problem to analyzing data and interpreting results. Proper design of research methods, fieldwork, questionnaires, and surveys (e.g., online surveys) is covered. Both qualitative (e.g., focus groups, projective techniques) and quantitative approaches (e.g., cluster, discriminant, and factor analysis) are presented. Various analytical techniques are introduced "hands on" via a series of computer exercises and cases (using SPSS and Excel).	X				X
Development Economics: Micro Perspectives	EIB E242	The objective of this course is to provide students with a set of theoretical and practical skills to understand the microeconomic foundations of poverty in developing countries, with a goal towards designing, implementing and evaluating development policies and programs, primarily in the public sector. The course will start with a brief overview of development. We will then review the microeconomic foundations of household and firm-level decision-making in low-income countries, before turning to issues that constrain and support development: risks and shocks; human capital; social networks; financial capital; land and the environment; and institutions and conflict. While monitoring and evaluation (M&E) is useful in	X				

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		determining whether a program is on the “right track”, and impact evaluation can be used to tell us whether a particular intervention, policy or program actually causes changes in development outcomes, understanding the causes of poverty in a particular context is crucial for designing, implementing and evaluating these policies and programs. Yet there are a multitude of tools and techniques to do so.					
Quantitative Methods	EIB E210M	This module presents the mathematical methods that are used widely in economics, including logarithms, exponential functions, differentiation, optimization, constrained optimization, and an introduction to dynamic analysis. The mathematical material is presented in the context of economic applications and examples that illustrate the bridge between mathematics and economics.					X
Geographic Information Systems (GIS) for International Applications	DHP P207	This course will introduce students to the use of geospatial technologies, data and analysis focusing on applications in the international context. The course gives primary emphasis to the use of geographic information systems (GIS) for data creation, mapping, and analysis. It will also cover the use of global positioning systems (GPS) for field data collection and mapping; cartography for high quality visualization of conditions, issues, and analysis results in a given locale; and the use of map mash-ups and crowd sourcing in the international arena. The course will use ArcGIS 10.x software - all students will receive a one-year license of ArcGIS 10.x software for their use on their personal computers. By the end of the course, students will be very proficient in the use of geospatial technologies for mapping and analysis. Specifically, students will be able to: <i>(particularly applicable to evaluation of humanitarian and refugee programming)</i>					X
TUFTS UEP							
An introduction to Geographic Information Systems (GIS)	UEP 0232	This course will set up the broad foundation of Geographic Information Systems (GIS) theory capabilities, technology, and applications. Topics will include data structures and database management, geodesy and map projections, principles of cartographic visualization and spatial analysis tools for raster and vector spatial data. Students will work on weekly laboratory exercises to apply conceptual learning. The course will include a final individual or group project to apply the concepts from the course. The course is for Graduate students. Juniors and seniors with an interest in Urban Studies may register with permission. Cross-listed as GIS 0101-A and ENV 0107-A in the Summer Term. No Prerequisites.					X
Advanced Geospatial Modeling	UEP 0235	This course is intended to be for students from any discipline with an interest in advanced geospatial modeling and spatial analysis. It explores topics in Database Management such as SQL and UML and work with a variety of spatial data formats. It will also build on previous knowledge of Geographic Information Systems (GIS) applications. Students will learn spatial analysis methods including raster analysis, suitability analysis, spatiotemporal statistics, Geostatistics and network analysis. The lab component will focus on the use of ArcGIS. Automation using ArcPy and/ or Model Builder will be an essential component of many of the lab exercises. Students will work on a either group or individual projects based on their own interests. Prerequisites: A full semester introductory GIS course or its equivalent.					X

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Spatial Statistics	UEP 0236	This is a first course on spatial data analysis. Students will learn about global and local spatial autocorrelation statistics, cluster analysis, principal component analysis, point patterns, interpolation, hotspot analysis and space time analysis. They will also learn to use a variety of regression techniques for spatial data including spatial, autologistic and geographically weighted regressions. Several open source software will be introduced including: Geoda and R. The course will have weekly lab exercises and a final individual or group project based on student interests. Prerequisite: Introduction to Statistics or equivalent. An introductory course in GIS is useful but not required.					X
Program Evaluation	UEP 0256	Purposes for, and types and techniques of, program evaluation. Study of the evaluation process, including design, implementation, and dissemination, with focus on development of relevant data collection, analysis, and report writing skills. Emphasis on learning to match individual programs with particular models of evaluation. Graduate standing.			X		
Urban Analytics and Visualization	UEP 239	With rapid urbanization, the development of data science, machine learning, and the emergence of ubiquitous sensing technologies, cities have become the foci of multidisciplinary investigations. This course is designed to equip future planners, data scientists, and policymakers with computational methods and tools to acquire new urban data from social media, crowdsourcing, and sensor networks, and use them to represent, understand, and visualize complex urban environments in comprehensive and scientific ways, to make informed decisions to design, plan and manage smart, sustainable and resilient cities. Optional lab (UEP 0293-LC/UEP 0293-LD). Prerequisites: (1) Intro to GIS; (2) UEP Coding Bootcamp (offered in Su/Fall/Spring) or an equivalent Data Lab Workshop.	X				X
FRIEDMAN SCHOOL OF NUTRITION AND POLICY							
Survey Research in Nutrition	NUTR 210	A methods course focusing on field research in nutrition. Students will learn to identify policy-relevant issues, define hypotheses, and select and combine appropriate methods drawn from nutrition, epidemiology, anthropology, economics, psychology, sociology, education and political science. Students will also learn how to develop research designs, samples and analysis plans, as well as how to construct and pretest the types of instruments commonly used in nutrition research and evaluation. The course will cover interviewer training, quality control, site operations, and data base management.					X
Qualitative research methods	NUTR 310	This course teaches principles and practical skills of qualitative methods in an interactive seminar format. Participants will learn how to design and carry out qualitative research by drawing on weekly background readings and writings, critical case-study discussions, and practical class exercises. They will also take part in the design, implementation, and reflective evaluation of a local research project that					X

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		involves practical, hands-on experience. The first part of the course will focus on the foundations of qualitative research, including epistemological and ontological assumptions, an overview of methods and their strengths and challenges, standards for quality, and tools for critical assessment of insights derived from these methods. The second part of the course will be dedicated to learning how to design qualitative studies, develop data collection instruments, create data management strategies, and approach data analysis. Students will utilize an identified, community-based interest to inform their qualitative studies. In the final part of the course, students will implement the studies they have designed and gain experience interviewing, analyzing, and disseminating qualitative research. Students should have exposure to research methods in social or health sciences prior to enrollment in this course.					
Theories of Behavior Change	NUTC 211	For many Americans, actual health behaviors fall short of evidence-based recommendations and guidelines. Why do people do what they do—or don't do? How can we design programs that tap into these factors to support healthier behaviors? This course explores theories of behavior change commonly used in nutrition and public health. Specific theories addressed include the Health Belief Model, the Theory of Planned Behavior, Social Learning Theory, Diffusion of Innovations, Behavioral Economics, and the Socio-Ecological framework. The course emphasizes the application of core theory concepts to the design and evaluation of program interventions.	X	X			
Monitoring and Evaluation of Nutrition and Food Security Projects	NUTR 217	This seminar will provide an introduction to the principles and practice of program monitoring and evaluation, with an emphasis on food security and nutrition-related programs in developing countries. By reviewing relevant literature and utilizing case studies in the areas of nutrition, food security, primary health, agriculture and other fields, students will become fluent in applying the language and tools of program monitoring and evaluation system design and implementation			X		
Fundamentals of GIS	NUTR 0231	Many problems in agriculture, food and nutrition are inherently geographic in nature. For example, livestock production is increasingly concentrated in large feeding operations, leading to new spatial patterns of water and air pollution or foodborne illness. Spatial clustering is equally important for food consumption, nutrition and public health, as in hunger hotspots, food deserts and disease corridors. This course will equip students with the skills needed to capture, analyze and communicate spatial data in geographic information systems (GIS), using a variety of examples from agriculture, food and nutrition.					X
Data Visualization and Effective Communications	NUTR 393	This course provides students with tools and techniques to analyze and critique current forms of data visualization in both public media and research literature; and to construct high quality graphical displays with a keen understanding of the ethical challenges and the role of communication. Using research data provided by the instructor, students will build a portfolio of graphical displays and descriptions intended for both scientific journals and popular media. Emphasis is on: a) developing a conceptual understanding of the statistical context that surrounds graphical displays; b) critically evaluating graphical displays from a broad range of disciplines; and c) building effective graphical displays for intended audiences.			X	X	

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Advanced Data Analysis	NUTR 394	This project-based course in advanced data analysis capitalizes on student interests to formulate research questions. We focus on understanding data limitations, conducting multi-staged data analysis, and selecting proper data flow, analysis, and visualization tools. Students will learn modern analytical methods and techniques essential for data analysis in a range of disciplines such as Climate, Environment, Nutrition, and Health. This course also covers current issues in research design, the scientific method, data quality and validity, data management, and research ethics in data analysis. This course is a part of the NSF-funded study and will incorporate essential research components, including consenting, pre- and post- surveys, and pre- and post- assessment exercises (IRB-approved).	X				X
HARVARD GRADUATE SCHOOL OF EDUCATION							
Using Data in Organizations	S057	Data can be a compelling inspiration and guide for action in education. But too often the power of data is lost because we ask the wrong questions, share facts instead of stories, ignore or misuse existing research, or work within an organizational culture that doesn't promote learning. In this course, students will learn how to address all of these problems. They will use theories of action to develop strong research questions about diagnosis, implementation, and impact. They will learn how to tell a story with data, verbally and visually. They will learn how to evaluate the relevance and quality of research evidence. And they will learn how to strengthen the conditions for learning in organizations, to maximize data's impact. Class activities will include a weekly synchronous whole-class session, a weekly synchronous small-group section meeting (sometimes optional), team-based project work, and asynchronous independent work. This course complements introductory and advanced statistics courses by building skills in communicating with and using data for change, rather than emphasizing data analysis. It is appropriate for students who anticipate doing analytical or organizational improvement work in future roles or who will manage or lead such staff.				X	
Crafting a Compelling and Rigorous Proposal	A090	Proposal writing is a nurtured skill not a natural talent. The purpose of this course is to develop the skillset necessary for constructing a solid proposal for grant-writing, entrepreneurial competitions and charter school applications, etc.; for entry into doctoral programs or for creating a dissertation proposal. What do you want to do and how do you justify it? Why should anyone care? What literature do you need to review? How does your personal way of seeing the world shape your framing and execution of ideas? Developing this craft is best accomplished within a community, rather than in isolation, because others can locate strengths and weakness the writer cannot self- identify. Our learning community offers a consistent, structured, supportive environment in which under-developed ideas are nurtured and initial drafts are perfected and polished. Discussion topics include: (1) choosing topics; (2) using the literature (3) aligning with organizational goals (4) constructing financial requests (7) writing effectively; (8) justifying plans and finally (9) giving consideration to formative and/or summative evaluation. Within the course you will focus on a topic of your choice and have an opportunity					X

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		to delve deeply into related literature in order to justify your proposal and create a robust argument.					
HARVARD KENNEDY SCHOOL					X		
Generating and Using Evidence to Improve the Management of Your Organization	MLD 610	Nearly every organization is under pressure to produce evidence that the programs it runs are effective. But how can you as a manager use the same tools and strategies that external evaluators employ to improve the performance of your organization more generally? What information on current performance and operations would you need? How would you gather that information? How would you assess it? And how would you feed it back to those in the organization to improve overall performance? What are some of the unique challenges and opportunities of trying to gather and use data to manage your own organization? In this course students will develop a framework for thinking about evidence and apply this framework through case discussions and group projects. Students will learn different strategies for gathering information-in-depth interviewing, focus groups, surveys, and employ them in their group project.			X	X	
Science of Behavior Change	MLD 304	The Science of Behavior Change (MLD 304) has one central objective: to improve students' abilities to design policies and interventions that improve societal well-being. It accomplishes this by focusing on how to leverage insights about human decision making to develop interventions ("nudges"). This will be accomplished by building on the toolbox that standard economics provides for influencing behavior (namely, incentives and information) with the insights from behavioral science. There are three additional, though secondary, goals for this class. First, it will help you better understand the science of how humans make judgments and decisions. We will review research on human thinking from social psychology, cognitive psychology, political science, organizational behavior, decision science, and economics. In the process you will also learn how randomized experiments work and why they are critical for making inferences about causal relationships. Second, this course aims to improve the quality of your own judgments and decisions. People are poor intuitive statisticians, meaning that when they "just think" about situations for which some data or casual observations exist, they tend to make serious inferential errors, in turn leading to systematically biased decisions. We will study some errors that are particularly important for real world problems and look for easy-to-implement solutions. Third, this course aims to increase your familiarity with randomized experiments so you can be a smarter consumer of claims that interventions cause certain outcomes. The class will be suffused with randomized experiments and we will repeatedly discuss how confident one can be that intervention X <i>causes</i> outcome Y.		X	X		

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Analytical Methods for Complex Adaptive Systems	IGA 565	<p>This course introduces theory and methods for quantitative analysis of complex, sociotechnical systems. The course will introduce complex adaptive systems theory and approaches for 'systems thinking' for analyzing modern systems that embody technological and social elements and operate within a changing environment. The methods will include Monte Carlo simulations, System Dynamics, and Agent-based Modeling. The focus of applications will be on water, energy, and transportation systems.</p> <p>Complex adaptive systems theories provide a useful lens to understand why policy interventions in sociotechnical systems may produce delayed results, fail, or lead to unintended consequences. Key concepts of time lags in cause and effect, feedbacks, and adaptive behavior will be introduced and implications for policy and planning will be discussed. Applications will include analyzing infrastructure planning and capacity expansion under uncertainty, modeling future technology diffusion, and analyzing connections between water, energy, and food systems.</p>	X	X			
Data and Information Visualization	851 M	<p>This course focuses on building creative and technical skills to transform data into visual reports for the purpose of engendering a shared understanding. Students will learn to use software to ingest, organize, and visualize data, with an emphasis on applying design principles to produce clear, elegant graphs and dashboards that capture the essence of an insight, message, or recommendation distilled from the data.</p> <p>Students will become familiar with exploratory and explanatory data visualization techniques for data storytelling. Additionally, students will work together on team projects to develop their creative and technical skills as well as to learn from their peers. We will be using data from real world sources and applications for our in-class exercises and group projects.</p>			X	X	
Social Institutions and Economic Development	DEV 308	<p>Most people for most of history have depended upon various types of social institutions -- i.e. kinship systems, community organizations, and social networks -- as their primary resource for both survival ("getting by") and mobility ("getting ahead"). Social institutions are also a central basis of identity, meaning, and aspiration, even as they can be altered by the development process in quite contentious ways; as such, the broader policy challenge remains one of discerning how to sustain effective complementary relationships between social and 'formal' institutions as they change over time. This course explores the various ways in which social institutions have evolved historically in different contexts and uses this knowledge as a basis on which to better incorporate social institutions into the design, implementation, and assessment of development strategies. Our particular focus will be on strategies seeking to improve risk management, dispute resolution, service delivery, effective governance, and the extension of markets. A strong emphasis is placed on -- and assessment is geared towards -- developing the ability to: (a) analyze, integrate, and interpret data from different sources and levels of quality; (b) communicate with diverse audiences (scholars, practitioners, policymakers, and the general public); and (c) understand how coalitions of actors, organizational imperatives, and political forces shape the nature and extent of support for (and/or resistance to) reform.</p>		X			
Politics and Policies: What	API 205	<p>Intended for decision leaders, this course introduces statistics, big data, and machine learning and asks how they may impact politics and policy, now and in the future. The course develops the ability to interpret reports and make informed</p>				X	X

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Can Data Tell Us?		decisions based on data. Topics includes experimental design, sampling, inference, multiple regression, and program evaluation. Using case studies, the course asks what insight data can provide -- and what it cannot -- and compares the perspectives of data and ethics.					
Machine Learning and Big Data Analytics	API 222	In the last couple of decades, the amount of data available to organizations has significantly increased. Individuals who can use this data together with appropriate analytical techniques can discover new facts and provide new solutions to various existing problems. This course provides an introduction to the theory and applications of some of the most popular machine learning techniques. It is designed for students interested in using machine learning and related analytical techniques to make better decisions in order to solve policy and societal level problems. We will cover various recent techniques and their applications from supervised, unsupervised, and reinforcement learning. In addition, students will get the chance to work with some data sets using software and apply their knowledge to a variety of examples from a broad array of industries and policy domains.				X	X
MIT							
Cross-Cultural Investigations: Technology and Development	EC.702[J]	Enhances cross-cultural understanding through discussion of practical, ethical, and epistemological issues in conducting social science and applied research in foreign countries or unfamiliar communities. Includes research practicum to help students develop interviewing, participant-observation, and other qualitative research skills, as well as critical discussion of case studies. Open to all interested students, but intended particularly for those planning to undertake exploratory research or applied work abroad. Students taking graduate version complete additional assignments.					X
Humanitarian Innovation: Design for Relief, Rebuilding, and Recovery	EC.750	Explores the role innovation can and does play in how humanitarian aid is provided, and how it can impact people, products, and processes. Provides a fundamental background in the history and practice of humanitarian aid. Considers the various ways that design can be used to enhance aid, such as product and system design for affected populations, co-creation with affected populations, and capacity building to promote design by refugees and the displaced. Case studies and projects examine protracted displacement as well as recovery and resettlement, including efforts in Colombia, Lebanon, Nepal, Sudan, and Uganda. Potential for students to travel over the summer to partner communities		X			X
Field Research	EC.788 D-Lab	Combines hands-on methods for conducting field research with exploration of questions that continue to challenge practitioners, donors, policymakers and researchers in international development. Designed for students preparing to conduct field-based research for theses, product design project, or development ventures. Practices key research skills particularly applicable to conducting research involving people and communities in the context of development. Limited to 16.					X