

Student Pathways 2012-13

and

Extracurricular Activities

In the following pages the 2013 graduates of the HGSE Arts in Education program testify—one by one, in alphabetical but anonymous order—to the required arts-related research and writing they did in five or more of their courses. Each strictly academic “pathway” is followed by a note about any other enterprises in which the respective student may have been engaged during the year—extracurricular activities that enabled him or her to put theory into practice, to make a little money, to exercise artistic skills, or some combination of these. Note that AIE students are required to take only the two specific core courses of the program, both taught by AIE program director Steve Seidel—S300 in the fall and S301 in the spring—and that no two “student pathways,” like no two snowflakes, have ever to our knowledge been exactly alike.



Student: J-HA

S300 Arts in Education: Learning in and Through the Arts (Seidel)

I brought my background in the arts and teaching to conversations about learning and teaching in and through the arts; wrote about my artist identity and learning theory; worked on a group research project (Edupedia) on the Kennedy Center Education Division; discussed and responded to the weekly readings in our weekly section meetings.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

I brought my cross-cultural teaching experience in Canada and Mongolia as an art teacher to conversations about the practices of school culture and change. My first paper was on the element of uncertainty in my teaching experience from Mongolia.

H175 GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Gardner)

My final paper for this course was an empirical research paper on public art using the concepts and framework of Good Work.

S121 Art and Understanding (Elgin)

This was a seminar class that explored the relationship between art and understanding based on the readings from Nelson Goodman's Languages of Art and Catherine Elgin's Considered Judgment. The first paper was a critique of an art exhibition with reference to Goodman's "The End of the Museum."

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I worked with classmate Jody Ellenby to design Time for ALL—Two Way Immersion Bilingual Dramatic Art and Visual Arts After-School Program.

DES-0005 Projection/Installation/Intervention (Wodiczko)

Over the course of the semester, I worked on a video projection, orchestrating water drops onto the twelve columns of Widener library.

H611B Moral Adults: Moral Children (Weissbourd)

My final paper for this course was a research paper on how studying contemporary art contributes to the development of adolescents' moral capacities.

H813 Bilingual Learners: Literacy Development and Instruction (Uccelli)

My final paper for this course was a research paper on bilingualism and visual literacy.

T543 Applying Cognitive Science to Learning and Teaching (Grotzer)

Over the course of the semester, I developed approximately 40 pages of art curriculum (composed of seven lesson plans) to engage high school students with works of art and develop visual literacy and art criticism skills so that their experiences in art museums become engaging, exciting, and meaningful. My final assignment also included a report.

Extracurricular: I worked part-time in the student service department as a recruitment assistant at the Harvard Graduate School of Design; interned at the Harvard Art Museums (for the Gallery Teacher Training Program Task Force); and contributed an artwork for the AIE exhibition in Gutman Library.

Student: MA

S300 Arts in Education: Learning in and Through the Arts (Seidel)

The focus of this course is the arts in education, both in assigned texts and writing.

H810F Children's Literature (Adams and Robinson)

This course explored effective ways to incorporate literature into the lives of young children, whether through curriculum or more informal learning environments.

H1810G Adolescent Literature (Adams and Robinson)

This course was nearly identical to Children's Literature in format, but focused on older children.

HT500 Growing Up in a Media World (Blatt)

This course explored the way in which young people view media (including art) on television, in music, through video games, and more.

S997-007 Field Experience: Individual Work (Seidel)

The core of my internship experience (FEP) at WGBH focused on optimizing the use of vocabulary and other educational content on interactive websites associated with PBS content.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I studied the current state of American arts education and wrote a grant proposal for a summer creative writing camp called Camp Caulfield.

A810F Human Rights in Education (Tibbitts)

I did not take A-810F as an arts-related course.

T210M Writing Workshop (Sommers)

I completed three essays for my writing portfolio and participated in weekly peer workshops.

T550 Designing for Learning by Creating (Brennan)

I planned and designed a social networking website for young teens that allows for the sharing and creating of music.

HT123 Informal Learning for Children (Blatt)

For our final project, my group wrote a grant proposal for a digitally interactive playground that improves literacy through storytelling.

Extracurricular: As an HGSE Student Ambassador, I led campus tours, wrote bi-weekly blog entries, and sat on a panel for prospective Ed school applicants. As a member of the Student Educational Technology Advisory Committee (lengthy name, I know), I gave input to HGSE staff and faculty concerning educational technologies that students use. For Field Experience Program credit I interned at the Interactive department at WGBH, which makes websites, games, and other content in association with PBS. With a few graduate students in the Harvard music department, I visited Eliot Elementary School in the North End to lead music-making workshops. Also, as a debate coach in the spring for a nonprofit organization called Debate Mate, I led a dozen middle school students to the final Debate Mate cup.

Student: AA

S300 Arts in Education: Learning in and Through the Arts (Seidel)

I explored theories, texts, and debates about the nature of creativity, arts learning, and domain defining.

A&S-5736 Visual and Environmental Studies 184 – Imagining the City: Literature, Film, and the Art (Bruno and Boym)

My research was on the depiction of cities in films. I wrote my final paper on “art history” in post-revolution Moscow as seen in the film Russian Ark.

A&S-88347 English Cwar – Advanced Fiction: Workshop (Hempel)

I wrote, work-shopped, revised, resubmitted, and then did it again.

DES-0002 VIS 0248200: Art, Design and the Public Domain (Wodiczko)

My final project was a projection of Phillis Wheatley’s name across multiple graves in the Granary Burial Ground. Amazingly, it managed to be an educational public art project rooted in history with a young poet as its subject. All of my great loves ☺

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I created a proposed arts program in a juvenile detention center in Washington, DC, focused on storytelling and self-expression through visual art and creative writing.

A&S-29579 History of Art and Architecture 277K The Contemporary (Lambert-Beatty)

I studied the various definition of “contemporary art” and explored the impact of globalization on the art market.

T210M Writing Workshop (Sommers)

I wrote a creative non-fiction essay for this course.

Designing and Producing Media for Learning (Blatt)

I produced a short documentary film entitled Illuminate: The Phillis Wheatley Project which explored an art projection (which I had created for my GSD class) based on her life and mysterious burial circumstances. I interviewed Henry Louis Gates and Krzysztof Wodiczko for the film.

S997 Field Experience: Individual Work (Seidel)

I worked as the art curator and gallery manager for Gutman Library. I explored galleries as viable business entities and other models for displaying artists’ work. I also shadowed a Boston curator.

Extracurricular: I managed the art gallery in Gutman Library, where I worked with artists every month to curate their show, organize a reception, and reach out to Harvard press for coverage. I also advised students, artists and local organizations who were interested in exhibiting at Gutman in the future.

Student: JB

S300 Arts in Education: Learning in and Through the Arts (Seidel)

All of the work in this course related specifically to my development as a teaching artist and the major discourses involved within this field.

A117 Implementing Inclusive Education (Hehir)

For the major semester project, I observed a problem of practice at Boston Arts Academy, an inclusive school that features the arts as a major part of their students' curriculum. Furthermore, our reading indicated how the implementation of the arts for children with special needs elevated their work and the school's inclusivity.

A162 The Art and Science of Portraiture (Lawrence-Lightfoot)

The culminating- and semester-long -challenge in Professor Lawrence-Lightfoot's class was to create our own portraits around a topic of interest. I worked with Boston Children's Theatre to write a portrait about their struggle balancing their storied history as a stalwart in the Boston theatre scene and the need to innovate to stay competitive. I spent many hours observing, interviewing employees and board members, and writing about their work.

T440 Teaching and Learning: "The Having of Wonderful Ideas" (Schneier)

For my final fieldwork in this class, I worked to integrate arts-based learning with social studies. I worked with a learner over several weeks to look at artwork from a particular time period and follow her thinking as she drew her own conclusions about the events in that time of history.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

This course is specifically designed with the arts at its center. This semester, I focused on the Arts for All grant proposal and creating the framework for "The Spoonful of Sugar Theatre Company," a non-profit that brings theatrical programming to hospitalized children.

A129 The Federal Government in the Schools (Hehir)

This course was not very arts-focused; it had a policy focus. I considered everything with the arts in mind, though the course work was not specifically geared towards it.

S997 Field Experience: Individual Work (Seidel)

My field experience internship was at VSA Massachusetts, the State Organization on Arts and Disability. I supported the organization through crafting communication initiatives and documenting teaching artist practice. I wrote my final paper on considering how to incorporate more artistic forms of reflection into the FEP protocol.

T550 Designing for Learning by Creating (Brennan)

For my semester-long research project I created a drama curriculum for students with autism, physicalizing the Goldilocks and Three Bears stories, then building the supporting materials to bring it to fruition.

Extracurricular: I taught two musical theatre classes at Boston Children's Theatre, worked at the Harvard Kennedy School Library, wrote study guides for educators bringing their classes to the Chicago-based Griffin Theatre company, performed an evaluation of assessment protocols utilized by 50 companies for Chicago Arts Partnerships in Education—and worked with classmates in a reading of a new musical called *Rigger Mortis*.

Student: ZB

S300 Arts in Education: Learning in and Through the Arts (Seidel)

All coursework was arts-related.

H107 Introduction to Educational Neuroscience (Rose)

I spent the entire semester researching adolescent risk taking, attempting to prove that the visual arts classroom can be a space for adolescents to channel their tendency towards risk, novelty, and sensation seeking. This course required me to connect research in neuroscience to research in creative thinking and art-making.

S005 Introduction to Educational Research (Tivnan)

I designed a survey for middle and high school students assessing the need and interest for a community arts center I hope to develop. In making the survey, I had to design questions that would assess the students' arts experiences in their school and community, enabling me to see if the proposed community center would fill a void in their visual arts education. I sent the survey to students in the suburbs of Philadelphia and then wrote a report analyzing the data.

T440 Teaching and Learning: "The Having of Wonderful Ideas" (Schneier)

I constantly connected the theory of this course to teaching and learning in the visual arts in my weekly journal. For my final fieldwork project, I taught several art history lessons using critical exploration.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

This course was completely arts-related.

S310T Active Learning in Museums (Tishman)

I did a research project on 'asking good questions' to adult visitors at the MFA in Boston.

H236 Adolescent Development (Hill)

I worked with an AIE classmate to conduct a program evaluation of an arts organization for teens.

T543 Applying Cognitive Science to Learning and Teaching (Grotzer)

I spent the entire semester designing a curriculum for an advanced drawing class I will teach next year. The semester-long unit, 'Space & Place', combines art-making with exploring art history and contemporary art and is designed around core principles in cognitive science.

S997 Field Experience: Individual Work (Seidel)

I worked as an artist-in-residence at Project Zero, creating a fibers installation that explores ideas in PZ research. I installed the installation at a preschool and documented children interacting with the work.

Extracurricular: I served as AIE's senator for the Student Government Association, was a member of the student organization Experiential Learning, worked as a student ambassador for admissions events, volunteered with Critical Explorers, and exhibited paintings in the AIE Gutman Library exhibition. I was also a member of the HGSE Jewish Student Organization, participated in Harvard's Arts First festival, and contributed images of my paintings to the *ALANA Anthology*.

Student: CB

S300 Arts in Education: Learning in and Through the Arts (Seidel)

During this course I explored different figures and organizations that are important to the field of arts education.

H107 Introduction to Educational Neuroscience (Rose)

My final project consisted of a research paper about the cognitive effects of jazz improvisation and the implications for education.

A021 Leadership in Social-Change Organizations (Mapp)

I didn't do any arts related coursework in this class.

T002 Critical Race Theory in Education (Graves and Truong)

I didn't do any arts related coursework in this class.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I wrote a grant to start an arts education outreach program for disadvantaged youth.

A&S-2589 African and African American Studies 131 – African American Literature from the Beginnings to the Harlem Renaissance (Carpio)

*I did a paper comparing the use of music in *Souls of Black Folks* and *The Autobiography of an Ex-Coloured Man*.*

A&S-65007 Sociology 170 – Culture and Networks (Bonikowski)

I did a research paper on how independent artists (musicians) use networks to become famous (or became a nationally touring act).

A113 Urban Education (Diamond)

For my final project I did a research proposal about the lack of arts education in low income communities of color. The project investigated whether the lack of arts education resources in these communities helped to reproduce race- and class- based stratification.

Extracurricular: During the fall semester I recorded an album with my band The Love Experiment. I also recorded and filmed videos with various other bands and went on a Midwest tour with the Cliff Hines Quartet and continued to perform regularly at different venues around Boston and New York. During the spring semester I worked at URABNO, an organization that empowers urban teens and professional artists to create social change through participatory works of contemporary art. I also went on tour with Cliff Hines again (and Ciel Rouge) through various clubs on the East Coast, produced an album with The Love Experiment (scheduled for release in June 2013), and volunteered as a coach for the Margarita Muniz Academy poetry team for Louder Than A Bomb.

Student: SC

S300 Arts in Education: Learning in and Through the Arts (Seidel)

I gained a broad perspective on arts-based educational theory by researching and contributing to an Edupedia page on Jessica Hoffmann Davis; studying the Project Zero Qualities of Quality report; and writing reflection papers based on my emerging understanding of the role of arts in education.

A027A Managing Financial Resources in Nonprofit Organizations (Honan)

I conducted research and wrote papers on the financial health of arts-related non-profit organizations (Charity Navigator was a helpful tool) and analyzed the financials (year end statements, budget, etc.) for my own arts –related non-profit.

A608 Leadership, Entrepreneurship, and Learning (Higgins)

This course enabled me to learn about the leadership challenges faced by many managers, both in the private sector and for non-profit art organizations. This included a study of a New York City-based non-profit orchestra, papers that reflected my own experience in arts administration, and research, through several HBS case studies, on best practices.

A111P Public Narrative: Self, Us, Now (Ganz)

I was able to synthesize the course material into a self-reflection and analysis of my personal mission and how that relates to art advocacy and inspiring culture change. Case studies, research, and writing papers were geared towards honing a message that enabled me to find my “voice” for who I am in relation to what I am doing to affect change in the community.

A111Q Public Narrative: Conflict, Continuity, Change (Ganz)

This course, picking up from the first module, allowed me to research and write papers on how an arts-based advocacy organization can successfully overcome challenges, whether they come from within the organization or from external forces.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I wrote and submitted a proposal to the Arts for All Foundation based on an intergenerational arts exchange program between elementary school students and people affected by Alzheimer’s disease.

H611A Moral Adults: Moral Children (Weissbourd)

I did not do any arts-related work for this course.

T006 Adult Development (McGarvey)

Semester-long focus on making improvements in developing more substantive relationships – within my non-profit arts organization, as well as my personal life (which is intertwined); research was conducted by interviewing close friends for testing the project and including their testimony in the final paper.

T550 Designing for Learning by Creating (Brennan)

I researched, conducted focus interviews, and designed a prototype digital application (for tablets) that enable people with Alzheimer’s to connect with loved ones and visitors through the use of an interactive museum.

Extracurricular: I maintained my position as creative director for ARTZ, a non-profit initiative that creates community inclusion programs for people affected by Alzheimer’s and related dementia. This involved helping with our weekly ARTZ Museum Program (which facilitates free museum events 50 weeks a year) and

assisting with our 'Meet Me at the Movies' program at the Coolidge Corner Theatre in Brookline. Each movie event serves approximately 250 people with Alzheimer's, including their family members and care partners. For balance, I found time to exercise my creativity in performing with my band, Kangaroo Court. I am the lead singer and songwriter, and through the course of the semester we managed to rehearse once a week and play a few shows in and around Boston—at the Middle East, TT the Bear's Place, and Johnny D's—and to record new songs for an upcoming CD (to be released in the summer of 2013).

Student: AC

S300 Arts in Education: Learning in and Through the Arts (Seidel)

This AIE main class gave me the opportunity to research the significance of the Kennedy Center in the arts in education realm, and also allowed me to construct, implement, and reflect upon an interactive lesson plan to teach musical rhythmic literacy.

H810F Children's Literature (Adams and Robinson)

Children's Literature was an excellent outlet for me to explore the connection between "bibliotherapy," as it relates to childhood shyness, and artistic expression as a way to mitigate self-reservations.

H810G Adolescent Literature (Adams and Robinson)

I researched the influence of visual media culture (movies, television, video games, etc.) surrounding popular adolescent fiction; additionally, I compiled an annotated bibliography of Christian religious adolescent texts, many of which positioned the arts in various sacred and secular contexts in relation to the acceptance or rejection of a Christian upbringing.

A326B School Reform: Policy, Practice, and Leadership (Merseth)

I crafted a purpose-of-school paper that used the arts to bolster a philosophy of "encouraging student passions to combat perceived academic weaknesses."

S997-007 Field Experience: Individual Work (Seidel)

Through FEP, I was able to learn and apply reflective practice to my internship time with the Boston Arts Academy's Center for Arts in Education.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

Naturally, the readings, class discussions, and papers and projects were all centered on the arts. In particular, I enjoyed working with a classmate on our Arts for All proposal and presentation for a partnership between HGSE and Peabody Terrace Children's Center (a Reggio Emilia school).

DIV-2912 The American Spirit in Music (Huff)

In this class at the Divinity School, I researched the roots of Christian rap and how it has sought to connect with young, mainly African-American men, in a more positive manner than more mainstream rap. Additionally, I wrote my final paper on Leonard Bernstein's MASS, which is an interdisciplinary religious piece that utilizes myriad forms of music (classical, rock, musical theater, jazz, etc.), as well as dance.

H236 Adolescent Development (Hill)

Adolescent Development allowed me to employ teen-focused psychological and sociological literature and apply it to pop culture to determine whether or not certain films, magazines, youth programming initiatives, etc., were appropriate for adolescent consumption.

T550 Designing for Learning by Creating (Brennan)

In Karen's class, I was able to study creativity, constructivism, and many concepts and theories that are integral to the study of art and to art making. My final project for the class was a design-learning blog that chronicled how a classmate and I tackled an entirely new software bundle, which included InDesign, Photoshop, and Illustrator. Through these programs, we also created some practical—yet stunning-- works of art.

Extracurricular: Outside of classes, I was involved as a singer in the well-respected

Marsh Chapel Choir, participated in a period ensemble performance of Spanish vespers at St. Mary's Chapel in Chestnut Hill, and worked as a Special Projects Intern with the Boston Arts Academy's Center for Arts in Education. In addition, I remotely continued to assist with regional and national interior design publications for my family's interior design firm in Dallas, Texas.

Student: SC

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Everything in this class is related to the arts.

HT500 Growing Up in a Media World (Blatt)

A&S-5736 Visual and Environmental Studies 184 – Imagining the City:

Literature, Film, and the Art (Bruno and Boym)

I learned about how the European city is portrayed through different arts such as literature, film, and art; much of the class is focused on modernity and how film, literature, and art have changed the way people experience the city.

AH108 Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and the Roles of (Neuro)Science in International Education Policies and Practices (Chiesa)

I reflected on the role of art in influencing educational policy and practice, and wrote my final paper on implementing an arts education program at the Padamu Residential Education Center in the Chittagong Hill Tracts in Bangladesh.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

For the semester-long Arts for All Foundation proposal, I worked with a colleague to develop a culturally-relevant visual and theatre arts curriculum to be implemented in a school in the Chittagong Hill Tracts in rural Bangladesh.

S310T Active Learning in Museums (Tishman)

In this J-Term class, I learned about ways to encourage active learning within museums; my final project studied the effects of kinesthetic activities that accompanied a museum object.

MLD-329 Power and Glory in Turbulent Times: The History of Leadership from Henry V to Mark Zuckerberg (Koehn)

With the most engaging and passionate professor I have ever had, this HKS and HBS cross-registered course focused on the qualities of great leadership by focusing on two leaders per class, such as Oprah Winfrey and Katharine Graham; Henry Heinz and Milton Hershey, etc. (Take this class!!!)

T550 Designing for Learning by Creating (Brennan)

My course-long and final project was focused on creating a stop-motion video of the Three Witches scene from Shakespeare's Macbeth; this included recording the dialogue, making the set and characters, taking lots of photos, and editing the whole videos together. Great course on constructionism!

S997 Field Experience: Individual Work (Seidel)

At the Peabody Museum of Archaeology and Ethnology at Harvard University, I worked on developing a kit of activities and questions for chaperones to use with their school groups for the Pacific Islands gallery.

Extracurricular: I worked at the Museum of Fine Arts as an Artful Adventures instructor, where I gave customized tours and art lessons to community groups, and as the Community Arts Initiative Liaison for the Boston Chinatown Neighborhood Center, where I focused on promoting the MFA as a community resource for families and the community. I also volunteered at the French Cultural Center in Boston; saw Marina Abramovic talk at the Graduate School of Design; attended the HGSE Student Research Conference; attended several concerts in the area (Solange, Efterklang,

Indians, Jessie Ware, Lianne La Havas, Alt-J, Hiromi Uehara, Silk Road Ensemble); saw local shows (*The Glass Menagerie* with Zachary Quinto and *Beowulf*); and volunteered at the French Cultural Center and at Harvard's ArtsFirst festival. Most importantly, I also dedicated some time to discovering the many delicious edible eats around the Cambridge and Boston area. I was present for all the free food available at HGSE events, including the Mardi Gras party, AIE Cabarets, and Gutman Gallery openings, and I took advantage of many Harvard University and Harvard Square dining options, even venturing to the Harvard Business/Law School for their array of culinary possibilities.

Student: JE

S300 Arts in Education: Learning in and Through the Arts (Seidel)

This course challenged me to think and write critically about the arts in education through reflective papers, projects, and conversations including: creating a canonical digital encyclopedia for future AIE cohorts, uncovering the implicit learning theories embedded in arts learning experiences, and engaging in weekly discussions with my colleagues from all different disciplines in the arts.

A326A School Reform: Policy, Practice, and Leadership (Merseth)

This was not one of my arts-related courses.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

This was not one of my arts-related courses.

T440 Teaching and Learning: “The Having of Wonderful Ideas” (Schneier)

In addition to conducting assigned fieldwork activities related to critically exploring poetry, I designed, implemented, and wrote about a series of teaching and learning exercises that engage world music and vocal pedagogy.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

During the spring semester of AIE I focused my arts-related research and writing on bilingual education through the arts. This learning came to fruition during my Arts for All grant proposal.

A&S-98795 Music 194r – Special Topics (Shelemay)

Music in Jewish Life was a graduate musicology course focused on Jewish music and seeking to define what that means both religiously and culturally. My final paper focused on Sephardic music and the contemporary face and role of women in this tradition.

LAW-0010 2064. Education Law and Policy (Gregory)

This was not one of my arts-related courses.

S308 Models of Excellence: Illuminating Standards and Inspiring Learning with Outstanding Classroom Work (Berger/Seidel)

This interdisciplinary course allowed us to explore student work, Common Core State Standards, and project-based learning. Our final platform for expressing our semester-long research was a culminating video project. Not only was my project itself arts-based (video production) but my student work was also arts-related. The student creator of my project aided my research on the depth of arts integration (specifically visual arts and portraiture) in an elementary school classroom.

Extracurricular: I participated in both AIE cabarets; was an active member of the Common Chords—the 2012-2013 HGSE a cappella group; and collaborated on a Bolivian children’s CD with Colectivo Katari. I did independent research on the power of story and the intersections between folklore, music, and contemporary society as well as how these ideas can be enacted in arts-learning experiences. In addition, I was part of the Cambridge School Volunteers Reading Buddies group at the Amigos School in Cambridge.

Student: NE

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Required course.

A819 Contemporary South Asia: Entrepreneurial Solutions to Intractable Social and Economic Problems (Khanna)

During this course, I worked with three students from HKS and one student from HBS to reform an educational curriculum for an international summer camp, based in Pakistan, called Rabbt. The camp focuses on the advancement of tolerance, critical thinking, and confidence by introducing students to different artistic mediums. I reformed the curriculum and inculcated the theory of multiple intelligences into their lesson plans, since I was responsible for all educational materials. In this regard, lessons will focus more extensively on arts-integrated mediums. Furthermore, I worked on a yearlong engagement model with their director of admission – Tooba Fatima. The founder of the organization was in my group, and these changes will be in effect this summer, 2013. We will also be applying for a grant with the South Asia Initiative to travel to Pakistan this summer and work directly with the on ground team to enhance the current model.

A608 Leadership, Entrepreneurship, and Learning (Higgins)

A111P Public Narrative: Self, Us, Now (Ganz)

During this class, I had the chance to create my own personal narrative and to master the art of storytelling for a social change.

A111Q Public Narrative: Conflict, Continuity, Change (Ganz)

This class complemented the above course. We further explored the role of storytelling in society, but also focused on the potential leadership challenges and the use of storytelling to help overcome these challenges.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

During this course, I developed the grant proposal for Pop Up Project— the promo video can be found here: <http://www.youtube.com/watch?v=xtUOgSN4HNs> –an interdisciplinary learning space that focuses on the role of the arts and technology in terms of innovation and entrepreneurship in the MENA region.

A132 Educational Innovation and Social Entrepreneurship in Comparative Perspective (Reimers)

In A132, I developed the business plan for Pop Up Project. This included financial projections, establishing potential partnerships, developing market research reports that assess the work of similar organizations on the ground, and targeting ideal audiences.

H137 Emotion in Development and Learning: Usable Knowledge, Variability, and Context (Rappolt-Schlichtmann)

In this course, I had the opportunity to do research on developing engaging museum spaces. My final project will be the design of a prospective museum exhibit that transforms award winning novels into experiential exhibitions that could be launched in Doha, Qatar, at the museum of modern art (Mathaf).

T550 Designing for Learning by Creating (Brennan)

Here, I developed the curriculum for Pop Up Project, focusing on injecting components that develop critical and design thinking, digital fluency, problem solving, active

citizenship, and collaboration. The curriculum was half arts-based and half tech-based.

Extracurricular: I served as International Admissions Assistant in the HGSE Admissions Office and as co-chair of both the political panel on Syria and the education panel for the sixth annual Harvard Arab Weekend Planning Committee. During spring break, I had the opportunity to intern with Art Dubai – the largest art festival that takes place in the Middle East, South Asia, and Africa. I worked with the education team, developing educational content to help youth attendees interact and learn from the over 200 exhibitions in attendance. I worked with the artists, gallerists, and Art Dubai board to develop and lead the educational content while in Dubai.

Student: MF

S300 Arts in Education: Learning in and Through the Arts (Seidel)

I focused on expanding my understanding of arts education theories and practices.

A&S 3196 Societies of the World 30 - Moctezuma's Mexico: Then and Now (2012)! (Carrasco)

I worked closely with Dr. Carrasco to develop a paper on the Latino presence in Hip Hop by examining "indigeneity" with his guidance.

A&S 3793 Anthropology 1710 - Memory Politics (Theidon)

I worked closely with Dr. Theidon to develop a paper on the Latino presence in Hip Hop and used her expertise on creating narratives in times of violence.

A111P Public Narrative: Self, Us, Now (Ganz)

I worked in this class to understand how to create narratives to inform my research on Hip Hop.

H110F Children's Literature (Adams and Robinson)

I examined children's literature that closely examined Hip Hop culture.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I worked to increase my content knowledge on arts-related research and policy.

A101 Native Americans in the 21st Century: Nation-Building I (Kalt)

I took this class to expand my understanding of how to create culturally responsive environments through the arts.

A102 Native Americans in the 21st Century: Nation-Building II (Norman)

I worked closely with the Kickapoo Traditional Tribe of Texas and made recommendations on how to fully integrate the arts in meaningful ways into their new school.

A&S-7463 Visual and Environmental Studies 123r – Post Brush: Studio Course (Lemieux)

I had an opportunity to create screen printing projects throughout the semester while observing a seasoned practitioner guide our lessons through the arts.

Extracurricular: In the fall I began my work at the HipHop Archive as a research assistant, focusing my research on the Latina/o presence in Hip Hop. Also, I was a member of the Hispanic Caucus at HKS and of the Harvard Latino Student Association (HLSA). I also began my work at the *Harvard Journal of Hispanic Policy* as their arts editor. In the spring, I continued these activities but worked more closely with the HJHP to increase their arts content, and I presented my paper, "These Stories Have To Be Told: Tracing Aztec Identity in Chicano Hip Hop," at the National Chicana and Chicano Studies conference in San Antonio.

Student: EG

S300 Arts in Education: Learning in and Through the Arts (Seidel)

The Arts in Edupedia page I worked on focused on Vik Muniz, a contemporary photographer. In addition, my implicit theories of learning lesson, "Moving past the 'exotic:' Investigating the real influences and truths in Modern Art," was an art history presentation about themes of the "other" and the "exotic" in Western art history, and specifically modern art history. I spoke to my group about the works of Claude Monet, Paul Gauguin, Pablo Picasso, and others.

A121 Teaching and Learning: Links Between Research and Practice (Boles)

For my final paper, I examined the legitimacy of whether including the arts in schools leads to better performance in other subjects. I focused my research on the question of "transfer," whether or not the skills developed from exposure to the arts in school positively affect student performance in other subjects such as math and language arts.

H175 GoodWork in Education: (Gardner)

My semester-long project for this course examined "Good Work" in the internship program at the Bowdoin College Museum of Art.

A019 Education Sector Nonprofits (Honan)

N/A

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

For the Arts for All Foundation my group proposed creating content that Boston Public School high school teachers can use to incorporate the visual arts in their classrooms. All of the art included in the materials is art that is housed in Boston-area museums.

S310T Active Learning in Museums (Tishman)

For this course, my group and I created an activity guide to be used by visitors of all ages at the Glass Flowers exhibit at the Natural History Museum at Harvard.

A&S-29579 History of Art and Architecture 277k – The Contemporary (Lambert-Beatty)

I conducted research on The Ship of Tolerance by Ilya and Emilia Kabakov and, specifically, its installation at the Havana Biennial in 2012.

A119 Race, Class, and Educational Inequality (Diamond)

I designed a curriculum for Step Into Art's upcoming partnership with the MFA. This curriculum, to be used by 6th-graders, uses works from the MFA's collection to directly address and engage in conversations about race in art.

T313 Gender and Sexuality in Schools: School Climate and the Hidden Curriculum (Deckman)

I designed a curriculum to be used by high school teachers to incorporate the visual arts in the classroom. Using existing video content about contemporary artists from Art21 (<http://www.art21.org>), I designed lesson plans that teachers can use to address and confront issues of gender and sexuality through the use of contemporary art.

S997 Field Experience: Individual Work (Seidel)

Assisted in researching materials and developing the curriculum for Step Into Art's upcoming partnership with the Museum of Fine Arts, Boston.

Extracurricular: In the fall semester, I started my internship with Step Into Art, a non-profit organization that works with schools and museums around Boston, and in the spring I continued the internship for FEP course credit. (Step Into Art organizes class presentations, museum visits, and workshops for 3rd and 6th graders, in order to expose Boston students to visual arts resources in their community. In addition, students write poems and short stories and make artworks that reflect their experience with a work or works of art.) I also tutored an 11-year-old girl in art history. We met once a week at a museum in Boston and looked at and discussed several works of art each week. We met for one and a half hours per week.

Student: MG-V

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Among much arts-related research, I explored my role around being an arts educator in the field and also conducted research with a group of my colleagues on the first Arts in Edupedia on the acclaimed Brazilian photographer, Vik Muniz.

A&S-12108 Dramatic Arts 167x - Hip Hop and Spoken Word: Theater Performance Laboratory (Bain / Seidel)

As a teaching assistant for this class taught by Bryonn Bain through FAS, I supported the final production of WHAT IT IZ, a spoken wordical that focuses on issues of racism, sexism, suicide, and the prison industrial complex. I researched the implementation of hip-hop pedagogy and student responses to the curriculum for Independent Study credit as well.

DES-0002 VIS 0248200: Art, Design and the Public Domain (Wodiczko)

In my final project on the realm of public art along the Freedom Trail in Boston, I created a performance piece about Duck Tours and their use of WWII DUKWs in the interest of exploring the commodification of history and of building a culture of peace. This performance included the destruction of a piñata in the form of a Duck Tour boat in front of the Museum of Science.

A111P Public Narrative: Self, Us, Now (Ganz)

Using Ganz's framework, I crafted my own personal narrative, which explored the role of art and arts education in my own life, calling on members of the Harvard community to support the work of Art and Resistance Through Education (ARTE), an organization I have founded to engage young people in human rights education through graffiti muralism.

A111Q Public Narrative: Conflict, Continuity, Change (Ganz)

In this second module, I continued to explore how to craft my own personal narrative, and I also explored my own role, through reflections and presentations, in building the agency of others around me.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I developed funding proposal for the Arts of All Foundation, focusing on my work with Art and Resistance Through Education, which uses art, design, and technology to promote human rights education and awareness for young people.

A&S-444 African and African American Studies 143 – Representing Blackness: Media, Technology and Power in Hip-hop Culture (Morgan/Hemphill)

Using the innovative Hip Hop Word Count database, under a human rights framework, I conducted research on the connection between hip hop artists, their lyrics, and the frequency with which they refer to their relationships with law enforcement, in the context of better understanding police brutality throughout United States communities.

A810F Human Rights in Education (Tibbitts)

This module best equipped me with some basic education tools I would like to utilize with communities of young people while teaching on human rights using the arts through my work with ARTE.

ES 20: How to Create Things and Have them Matter (Edwards/Sachdeva)

A group of colleagues and I conducted public presentations using the framework of

artsience, a creative process that merges the fields of art, science, innovation, and design, and reported on the results in writing. We will continue our work on "innovating coconuts" this summer in the Idea Translation Lab to be carried out in Paris and South Africa.

SPH-0012 GHP518-01 Essentials of Humanitarian Action Field II (Leaning/Kayden)

No direct arts-related research, but participated in a three-day long humanitarian assistance simulation in order to learn how to provide services during an emergency disaster.

SPH-0013 GHP515-01 Essentials of Humanitarian Action I (Leaning/Kayden)

I conducted no direct arts-related research, but worked collaboratively in a team to develop a service delivery plan for humanitarian assistance within an emergency context, gaining valuable skills in learning how to work with the media in cases of crisis situations.

Extracurricular: I contributed a set of photographs of my visual artwork to AIE Works, a fall 2012 exhibit held in the Gutman Library. My arts organization, Art and Resistance Through Education (ARTE), was a member of the Harvard Innovation Lab and received support from the Harvard Law Entrepreneurship Project. I participated in the 2012 Training Series, Tools for Human Rights Practice, at the Carr Center for Human Rights at the Kennedy School of Government. I served as a part-time intern for the World in Portland Project at Project Zero. Alongside my academic work, I served as a Membership Coordinator for the First Unitarian Universalist Parish in Brookline and as a human rights trainer for domestic and international trips for the Unitarian Universalist Service Committee. (I traveled to Singapore and Indonesia for the winter intersession.) I also worked as a Teaching Artist for the Arts Resource Collaborative for Kids for the 2012-2013 school year at the Gardner Pilot Academy in Allston; participated in the Spring 2003 Quality Review for the Boston Public Schools Arts Expansion Initiative; participated as a visual artist for the Harvard Graduate Council's *Lectures That Last* series; contributed visual imagery to HGSE's 14th annual *African, Latino, Asian, and Native American Alliance (ALANA) Anthology*. I performed "A Memory, A Monologue, a Rant, and a Prayer" in a fundraiser for the Boston Area Rape Crisis Center, helped to organize the Microphonefiends Team for "The Bridge: Hip-Hop Connecting Communities," an event featuring hip-hop's founders, DJ Kool Herc and Cindy Campbell; served as a research fellow on Dr. Beth Altringer's Behavior for Better Innovation project through the School of Engineering and Applied Sciences; and worked as Membership Coordinator for the First Parish in Brookline Unitarian Universalist Congregation.

Student: LH

S300 Arts in Education: Learning in and Through the Arts (Seidel)

In this course, I wrote many essays about formal and informal learning environments and developed language to articulate the habits of mind of arts education. Artistic habits of mind are a physical manifestation of a mode of consciousness. And by giving it narrative form, we can advance the discourse and deepen this way of thinking and being.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

In this course, I explored the role of voice in schools—voice for teachers, students, communities—all of which are measured against larger structures. Voice is the primary medium for poets and others in the literary arts (though I would argue, voice is the thing that is manifested by all kinds of arts mediums...music, singing, the body in dance, theatre, etc.).

A&S-3200 English 90lv - Consciousness in Fiction: Seminar (Wood)

We traced the evolution of the novel in this course, from Austen to Woolf. This is to say that the way consciousness manifests in aesthetic, voice, and urgency happens within the texts of the novel as mirrored by the evolving contexts around them. I also wrote a paper on To the Lighthouse, which I would argue, is in itself a piece of literary art.

A111P Public Narrative: Self, Us, Now (Ganz)

This course was all about writing a narrative and performing it publicly—as is a monologue, as is a poem.

A111Q Public Narrative: Conflict, Continuity, Change (Ganz)

I wrote personal essays on lost friends, gendered hardships, and the silent narrative of Sephardic Jews.

T221 Advancing the Learning and Teaching of English (Jacobs)

Many artistic endeavors happened in this course...I did a research project on the liminal space between English teachers and arts educators. I designed multiple lesson plans and curriculum for English courses that engage learning in and through the arts (out of my own mind, with UDL in mind, and more).

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

For this course, I participated in a grant proposal writing process for a program my peers and I created together for Certified Artists who Teach.

A&S-6523 English – Poetry: Workshop (Graham)

I wrote new poems for workshop and put together the first draft of a book of poems with the poet, Jorie Graham.

A&S-8250 English 168d – Postwar American and British Fiction (Wood)

I read twelve novels and wrote an essay on Ian McEwan's Atonement.

S308 Models of Excellence: Illuminating Standards and Inspiring Learning with Outstanding Classroom Work (Berger/Seidel)

I made a short documentary, which is a piece of art. The documentary was about students who did documentary work with photography, writing, and interviewing. Meta-levels of art.

T210M Writing Workshop (Sommers)

I wrote six pieces of creative non-fiction.

T550 Designing for Learning by Creating (Brennan)

I invented a platform, Against Irreverence, for podcasts with artists, arts educators, and English teachers to be in dialogue in the same space. The three finished podcasts are about Emotional Intelligence (considering the English classroom as a place where art is encountered), Art in an Age of Technology, and Louder than a Bomb.

Extracurricular: Project Zero, Interdisciplinary Dance Movement Ensemble: Dancer for Suzie Verdin's PZ AIE Residency; Writers at the Black Box: Featured Poet; Redivider 10.2 Launch: Contributor; Raynes Poetry Prize: Finalist, "The Hive", selected by Gerald Stern; Sunday Saloon: Curator of film series; The Great Chicago Fire Festival: JTerm. (Worked with Jim Lasko, urban planners, and architects on the upcoming, city-wide festival. Work included thematic and educational planning at all levels. In the curriculum and spatial designs, I conceptualized, drew, photographed, and documented.) Designing Happy Spaces: JTerm. (Worked with LZ Nunn and other Loeb Fellows on the nature of happiness as manifested in design, urban ephemeral, public art, spontaneity, and social justice. Also spent time with multiple arts administrators and non-profit arts directors—CAC, Mass Council for the Arts, Urbano, Groundswell, etc.) Literary Publications: Pushcart Prize nomination, "The Senator"; "Under the Gun: The Voices of Men in a Time of Violence," *Cold Drank*; "Epithalamium", *Linebreak*; "Gulls", *Guernica*.

Student: RJ

S300 The Arts in Education: Learning In and Through the Arts (Seidel)

S012 Empirical Methods: Introduction to Statistics for Research (Tivnan)

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

For the Arts for All funding proposal, a classmate and I worked to design a research project aimed at documenting student youth development through music education at Play On Philly, a non-profit organization in West Philadelphia. During the course of this project I traveled to Philadelphia a couple of times and will likely try to implement some aspects of this project in the future.

S-030 Applied Regression and Data Analysis

This course was not inherently arts-related. However, on a couple of occasions I met with my statistics professor to discuss the logistics of utilizing quantitative methods in arts-related research, specifically with respect to the AfA project mentioned above. Moreover, my experiences allowed for a deeper appreciation for the design, data analysis, and interpretations of the arts research I studied this year in the core AIE courses.

A162 The Art and Science of Portraiture (Lawrence-Lightfoot)

During the course of the semester I applied Professor Lawrence-Lightfoot's portraiture methodology in my field research at an arts and public health organization in Hyde Park, Mass.

A121 Teaching and Learning: Links Between Research and Practice (Boles)

In this course I became familiarized with current issues in education, including teacher evaluation, the common core, special education, standardized testing, and the achievement gap. For my final paper in this class, I leveraged arts-related research to explore the ways in which learning through the arts is related to student engagement and development.

S522 Analyzing Culture: Dialogue, Discourse, and Theme (Haste)

S997 Field Experience: Individual Work (Seidel)

My field experience placement this semester was a research assistant position with Project Zero's Agency by Design project. Through this experience I became more familiar with previous PZ projects, contributed to the literature review process, and through the action-research strand of the project, got a tangible sense of the ways in which research informs classroom practice.

Extracurricular: I worked part-time as administrative coordinator for El Sistema USA, and more recently as research and evaluation coordinator for Play On Philly, an El Sistema-inspired program in Philadelphia.

Student: LJ-A

S300 Arts in Education: Learning in and Through the Arts (Seidel)

I worked on two main research projects in the fall semester. First, many of the readings and discussions inspired me to carry out an independent research project on the history and evolution of arts education and attitudes in arts education, with particular emphasis on accessibility and policy. Second, my classmates and I were proud authors of the ArtsPROPEL Edupedia entry for the Arts in Education Edupedia project.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

This course was very therapeutic, as I came to HGSE with many questions which were the result of my work in the nonprofit sector. On the midterm, I wrote about the dilemma of appropriate cultural and creative practice for community arts education in urban settings. This paper addressed tensions between staff, citizens, educators, and students as well as the exploration of how arts education can unknowingly be prescriptive rather than descriptive in urban settings. On the final exam I had additional opportunities to expand upon these ideas with regards to art education practice.

H250 Developmental Psychology (Harris)

For the final paper, I investigated the shared psycho-emotional capacities that the arts in education and art therapy foster. I hypothesized that capacities can inform us about utilizing art as a preventative practice in school, that is, to foster positive humanistic behaviors by learning how to learn about ourselves through the arts.

S012 Empirical Methods: Introduction to Statistics for Research (Tivnan)

Unfortunately, this course did not provide opportunities for original research, so it did not count for an arts ed credit. I can, however, attest that this course strengthened my understanding of statistics and loopholes associated with conducting quantitative research in education. Although I have had prior research experience with stats in the realm of psychological and human behavior sciences, this course was refreshing, engaging, and rather fun!

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

In class, I had the opportunity to develop an RFP for a social media platform I had been dreaming of for a long time. I collected data and created mock-ups for the RFP, as well as delivered a presentation to the RFP's stakeholders and greater constituency. In section, I co-facilitated a policy memo writing workshop. This was a good amount of fun and useful to many classmates, and I hope that someone does it again next year!

H310W Developing Effective School and Community Interventions for At-Risk Children (Weissbourd)

I created and presented a developmentally appropriate arts-intensive intervention for elementary and high school students to foster empathy and a strengthened circle of concern. The project required significant research and project development on how the arts, specifically portraiture exercises (be it through drawing, acting, writing, photography, film, etc.), can allow a student to learn more about someone they may

not otherwise care for. The client, Rick Weissbourd, was pleased about its potential, and the project hopefully has a future home with his research group.

A113 Urban Education (Diamond)

My final project for this class required me to design an intervention. In anticipation of my return back to New York, I wanted to create something I could hit the ground running with when I returned. I developed a program called “Makin’ It”, a public arts-based after school youth program for high schoolers in the Bronx that informed the public to eliminate negative stereotypes about the communities of color, poverty, and crime in the Bronx, and to celebrate the buried culture of that particular area through public radio broadcast, journalism, murals, street art, and community fairs.

A166 Civic Education and Civic Action: Theory, Research, and Practice (Haste)

This course allowed significant freedom to pursue the arts in relation to civic education. For my midterm assignment, I created a manual addressed to the New York City Department of Youth and Community Development on how to effectively implement youth arts programs that tout that youth will understand and become involved in civic issues. For my final group presentation, I interviewed several community artists to understand their diverse opinions of “best practices” in community art and civic engagement.

A612 Organizing: People, Power, Change (Ganz)

I organized arts-involved undergraduates and current AIE students to get together and discuss challenges in the Harvard arts community. Our culminating event, Practice and Performance Hour, featured a keynote speaker (here, Congressman and National Arts Council appointee Paul Hodes) giving a talk on the arts—followed by a performance.

T500 Designing for Learning by Creating (Brennan)

I created a multimedia, interactive academic journal, ARTIFACTS, which is marketed toward practitioners, policy makers, and advocates who are intimidated by the inaccessible traditional academic community. The project enabled me to explore how the arts in education community transmits and develops information, how it is shared, and how it is best accessed in this new digital era.

Extracurricular: With fellow AIE cohort members Nick Monzi and Sara Straubel I authored a resource center for publication in the spring 2013 issue of the *Harvard Educational Review*, “Expanding Our Vision for the Arts in Education” —for new-coming and seasoned arts education practitioners, advocates, and researchers. Sara, Nick and I also attended two release events at HGSE, discussing the relevance and importance of our work in the expanding field of the arts in education. I held a work-study position as graduate research assistant for the Expanded Learning Opportunities Initiative at the Harvard Family Research Project. (As one of the very AIE students who have passed through HFRP, I wholly dedicated myself to turning up the volume of the presence of arts educators in HFRP’s bulletins and reports which are sent to policymakers, teachers, and parents. I conducted qualitative interviews on schools and organizations associated with STEAM movement on their attitudes toward this curriculum, program development, and measured outcomes implementation. I also had the opportunity to work on several research studies pertaining to defined categories of out of school time learning and how it informs policy makers, as well as implications such opportunities may have to introduce

more arts programming to and around schools.) Also, I worked on the ghostwriting of a bulletin on STEAM education, a manuscript that seeks to inform policy makers, school administrators, and parents about current movements and advancements in STEAM education on a district-wide basis in the United States. For this project I developed a qualitative research study investigating the best practices of STEAM education and interviewed five organizations internationally. Additionally, with fellow AIErs Nick Monzi and Cathy Kaplan, as part of a project for Marshall Ganz's Organizing People, Power, Change course, I co-created ArtsConnect, bringing together undergrads and AIE students every Monday to discuss opportunities to bridge the gaps between the arts communities across Harvard. We hosted an event (described above) at Harvard's Arts@29 Garden space. ALANA. Finally, I authored an article for the annual HGSE *ALANA Anthology* on my students' spoken word that was not performed during their culminating event prior to my departure for graduate school. I devoted the article to the importance of youth voice in conflict with nonprofit mission statements. And I worked for Praxis of the Arts/Harvard to Harvard, brainstorming and coordinating speakers, seminars, presentations, and more for the Harvard to Harvard Symposium on the Arts.

Student: CK

S300 Arts in Education: Learning in and Through the Arts (Seidel)

A substantial number of the readings for this course, as well as the associated writing, have concerned learning in and through the arts. Our first paper explored our identities as artists and/or teachers. Our work on the Arts-in-Edupedia page covered the concept of discipline-based art education—a critical movement in the history of art education in America. The week during which I was jointly responsible for leading section, I shared a mindfulness exercise involving creativity and imagination, two concepts from our week’s reading.

H810F Children’s Literature (Adams and Robinson)

Every class involved in-depth discussions of children’s books including the artwork and illustrations there-in. I wrote a paper discussing the quality of illustrations in a particular children’s book. Discussions centered on book design, as well. Beyond the visual art aspects of our assigned reading, we completed a major project—an annotated bibliography—of 20 children’s books. My topic was music and musicians. Another project centered on teaching poetry in the classroom.

H810G Adolescent Literature (Adams and Robinson)

Classes centered on discussions of young adult literature—fiction, nonfiction, and graphic novels. I participated in a group project concerning novels written with unconventional narratives. My major project was an annotated bibliography of 12 young adult books from a variety of genres all concerning the topic of music and musicians.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

This class did not focus primarily on the arts except as pertains to the art of teaching. I led a section meeting for Ecology that focused on the art and craft of pedagogy in which I shared a mindfulness exercise involving creativity.

A027A Managing Financial Resources in Nonprofit Organizations (Honan)

All work in this class—readings, discussion, and case analyses—pertained to management of financial resources in nonprofit organizations. I contributed to class discussions as a representative of an arts organization about which I could speak in real-time. Professor Honan often used arts and culture organizations as examples when describing particular cases and concepts.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

My proposal for the Arts for All Foundation focused on the creation of a Community Resource Center for the Arts in my hometown. In addition to working through the proposal process for AIE, I engaged in “real world” conversations about this project while at home.

A&S-327 East Asian Studies 160 – Writing Asian Poetry (McCann)

This workshop class required weekly poetry writing in the styles of Li Po and Du Fu (Chinese Quatrain), Haiku and Sijo. Three folios were submitted during the semester with a final portfolio including fifty percent new work.

H112 Cognitive Neuroscience and Education (Luk)

The experiential pieces of this class were in art, music, and dance. We took part in activities and then wrote a paper discussing the connection between the activities and

neural pathways. In addition, my final presentation and paper were based on art and music learning activities.

H236 Adolescent Development (Hill)

A writing assignment for this class entailed viewing a movie concerning an adolescent theme (I watched Shine) and then writing a paper from the perspective of an adolescent development specialist to address how well the film portrayed the issue at hand. In this case, I looked at family dynamics in the home of a piano prodigy, David Helfgott.

Extracurricular: I continued my study of piano and participation in a flute ensemble at Concord Community Music School (Concord, NH) where I performed in a recital in October. My part-time position as concert and publicity manager for that school kept me engaged in the arts when I wasn't at HGSE. I also continued to run my business creating and selling note cards and calendars the illustrations on which are original artwork. I contributed three of my art works to the AIE Works student show in the Gutman Conference Center elevator lobby.

Student: LL

S300 Arts in Education: Learning in and Through the Arts (Seidel)

LAW-0001 2011. The Art of Social Change: Child Welfare, Education and Juvenile Justice (Bartholet and Budnitz)

H392 Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives (Groves)

H525 Immigration, Education, and Identities in the United States (Louie)

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I worked on writing a mock grants proposal for an arts organization in addition to reading and writing about arts policy.

S997 Field Experience: Individual Work (Seidel)

I worked on doing research, edits, and design for an online database of resources for arts educators.

A111C Changing the School Schedule: A Case Study in Policy and Practice (Gabrieli)

I researched and wrote about the implications of extending learning time for incorporating art back into classrooms.

A166 Civic Education and Civic Action: Theory, Research, and Practice (Haste)

I did a group project on how community arts engagement serves as a model for civic education, in addition to writing my final paper about how children's illustrations shape civic identity.

T550 Designing for Learning by Creating (Brennan)

I created designs for the arts education database website.

Student: SL

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Non-stop arts in this class. My favorite was working in small groups and teaching each other arts lessons for our Implicit Learning Theory paper.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

T440 Teaching and Learning: "The Having of Wonderful Ideas" (Schneier)

T402 Group Learning (Wilson)

My research team observed, interviewed, and wrote about a 19-piece brass street band for our midterm. For the final, we observed, interviewed, and wrote about an AP Literature teacher in a local high school, focusing on how she maintained open inquiry through discussions and "making learning visible" strategies.

A&S-53269 Religion 1095 - Ritualization, Play, and Transitional Phenomena (Jackson)

I wrote my final paper on a teaching personal and formal writing in high school as a way to help adolescents navigate private and public personas.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I created an Arts for All proposal for a youth radio organization called "Driftless Youth Radio."

A&S 33416 Dramatic Arts 165x – The Collaborative Process (Krstansky)

I created three pieces of original theater and performed them along with my classmates.

LAW-0022 2392. Self, Serenity, and Vulnerability: West and East (Unger)

T139 Investigating Learning and Teaching through Close Collaborative Examination of Student and Teacher Work (Blythe)

My final paper examined collaborative creation in an undergraduate theater class.

T-543 Applying Cognitive Science to Teaching and Learning (Grotzer)

Extracurricular: AIE classmate Wilhemina Peragine and I created an outdoor interactive sculpture/game for Harvard's Arts First Festival. Our piece was called "Exquisite Portraits: A Drawing Game on the Yard" and it attracted 300 participants and created great joy. Over the J-term, I led a high school trip to Guatemala for three weeks, which was wildly moving and fun. I also performed clowning and tango dancing for the AIE Cabarets; played with my toddler son Julian; and wrote articles for my school's newsletter back in Wisconsin.

Student: EL

S300 Arts in Education: Learning in and Through the Arts (Seidel)

H107 Introduction to Educational Neuroscience (Rose)

I conducted my final (semester-long) project on the neurological advantages to multisensory learning in the elementary classroom. Specifically, I focused on the addition of a haptic element, which I explored through arts- and project-based learning.

A&S-44695 Visual and Environmental Studies 35r - Building Thought: Studio Course (Lemieux)

In this studio class, I created three independent projects for display in the Carpenter Center for Open Studios. My work in the class focused on “constructions” and “deconstructions” identity, both assumed and generated, and explored the relationship between danger and beauty. For my final two projects, I worked with members of the community as models and inspiration.

T440 Teaching and Learning: “The Having of Wonderful Ideas” (Schneier)

For my final project, I designed an art and design based Critical Exploration project about paper structures that support weight. As a learner, I worked with a classmate to constructively learn about the songwriting process over the course of three weeks.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

For my final proposal, I built on a project I’d developed in T550 (see below) with an AIE classmate, creating an arts-integrated curriculum combining the work of artist Alexander Calder with simple machines and the artistic/engineering design process.

H236 Adolescent Development (Hill)

For my final project, my group conducted a program evaluation on the Urbano Project, an in-school and after-school contemporary arts education program for adolescents in the Boston area.

T530 Designing and Producing Media for Learning (Blatt)

For my semester-project, I created video tutorials and a website to house a curriculum exploring modular origami and shape geometry.

T550 Designing for Learning by Creating (Brennan)

For this course, I worked with another AIE student to create an arts-integrated “curriculum kit” for educators centered around the work of artist Alexander Calder, simple machines, and the artistic/engineering design process.

Extracurricular: I volunteered two afternoons a week assisting in the woodshop at Buckingham, Browne, & Nichols Lower School in Cambridge. I worked with first through fourth graders making tic-tact-toe boards, abstract shapes, cutting boards, Egyptian-inspired mummies, and hand-carved bowls. I also worked in the afterschool program with third through sixth graders.

Student: XKL

S300 Arts in Education: Learning in and Through the Arts (Seidel)

In this course, we looked at the roles and goals for the arts in education from various perspectives and explored our roles and goals as arts educators based on the nature of learning and teaching in and through the arts through group projects, reflective essays, and presentations.

HT500 Growing Up in a Media World (Blatt)

In this course, we looked at various forms of media for children and young people and explored how media (as a vehicle for and a form of art) can have an influence on children and young people through discussions, writing papers, and presentations.

S121 Art and Understanding (Elgin)

In this course, we discussed and wrote about the philosophy of art and the relationship between art and science, as well as the cognitive functions that emotions have in the arts, based on two major texts: Languages of Art by Nelson Goodman and Considered Judgment by Catherine Elgin.

S012 Empirical Methods: Introduction to Statistics for Research (Tivnan)

I intended to take this course for research purposes instead of as one of the five art-related courses.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

We read about and discussed the role of the arts in education, education policy, and the need for advocacy for the arts, learned about proposal writing, and presented our proposals to the Arts for All foundation.

HT123 Informal Learning for Children (Blatt)

We read and had lectures on informal learning for children and young people, achieved mostly through technology, and listened to presentations from professionals working in the media industry on educational programs such as Sesame Street, or popular TV shows and games among children and young people such as Glee and Rockstar Games; we also visited the ICA and had a day of class in the museum, worked on our projects for informal learning in small groups, and pitched our projects to industrial professionals.

A&S 33084 Visual and Environmental Studies 287 - Cinema and Nation (Rentschler)

We studied iconic classic American films from Scarface (1933) to The Manchurian Candidate (1962), read, discussed, presented, and wrote about how the American Dream is defined and reflected through these films, and how films reflect and react to the problems in the society.

A&S 648 Visual and Environmental Studies 181 - Frames of Mind: Film Theory (Bruno)

We studied films from the inception of cinema to the beginning of the 21st century, from European art films to The Matrix (1999), from the Lumiere brothers to Christopher Nolan; we read, discussed and wrote about how film as a form of art is related to architecture and photography in documenting and presenting time and space.

Extracurricular: In the fall semester, I contributed three photographic images to the AIE student exhibition in Gutman Library, served as a student admissions

ambassador, performed at the Harvard Chinese Students and Scholars Association Mid-Autumn Festival Gala, and worked on the posters as well as contributed four paintings to the China Education table at the Multicultural Festival. In the meantime, I spent a lot of time looking through graduate programs in Film/Media Studies and preparing for my applications. In the spring semester, I audited a psychology class with FAS, which was very useful and practical. I also regularly went to two to three Zumba classes each week, which became my favorite kind of exercise that I would very much like to continue doing in the future.

Student: JL

S300 Arts in Education: Learning in and Through the Arts (Seidel)

In this course we worked as a class and as individuals to develop implicit and explicit theories of practice for arts education.

H107 Introduction to Educational Neuroscience (Rose)

My final research project involved focal hand dystonia in musicians and how might one suffering from FHD incorporate techniques into their practice that might repair fine motor memory.

H175 GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Gardner)

I researched Music Therapy as a profession using Damon, Gardner, & Csikszentmihalyi's GoodWork model.

A&S-65838 Literature 154 - Music, Literature, and the Voice (Hamilton)

This course focused on literary, philosophical, and theoretical works that deal with music and the phenomenon of the voice. I composed musical pieces, then wrote an analysis of my own music in relation to the topics we explored as a class.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

DIV 2912 The American Spirit in Music (Huff)

I wrote research papers evaluating the works of both Philip Glass and Nina Simone as Sacred American Artists.

DIV 3817 The Deep: Purity, Danger, and Metamorphosis (Patton)

We studied various religious texts and Literature to examine the symbols of the sea in their historical and mythical contexts. For the final paper my area of research involved the 'sea as mother' in the context of Bjork's 'Oceania' and Tiamat in the ancient Babylonian creation myth.

T550 Designing for Learning by Creating (Brennan)

I designed a learning environment that investigates the relationship between the apprehension of music and how it is translated through brain imaging technologies.

Student: SM

S300 Arts in Education: Learning in and Through the Arts (Seidel)

All of our assignments were related to the arts in this course.

A117 Implementing Inclusive Education (Hehir)

I conducted research with a group at the Boston Arts Academy. BAA students are admitted based on their artistic skills and not academics. Therefore, the school must be designed inclusively, allowing learners of all types to succeed academically and remain engaged with their art. We established a problem of practice that examined the ability of the school to serve students with learning disabilities.

T440 Teaching and Learning: “The Having of Wonderful Ideas” (Schneier)

For my final field work project, I taught three sessions about a work of art, Titian’s Europa, to my partner, and then switched roles with my partner and learned how to play the French horn.

S997-007 Field Experience: Individual Work (Seidel)

In my work as the Visitor Learning Intern at the Isabella Stewart Gardner Museum, I had opportunities to educate visitors by providing orientation and leading Spotlight Talks. I also had opportunities to educate volunteers by assisting with training and enrichment events. I conducted research to explore how visitors use the Living Room, a living contemporary art installation and orientation space.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

S310T Active Learning in Museums (Tishman)

In a small group, we conducted a research project at the Museum of Fine Arts Boston, comparing the effects of different types of questions on visitors’ experiences with artworks.

S999 Special Reading or Research (Seidel)

With a partner, I conducted interviews at three museum sites to elicit visitors’ ideas about what they want and need from public tour experiences in art museums.

T210M Writing Workshop (Summers)

This course provided a six-week cycle of writing, giving and receiving critiques, and revising. In the end I had produced three essays through a very constructive process.

T550 Designing for Learning by Creating (Brennan)

With my group, I designed an interactive gallery that would be located (hypothetically) at the Institute of Contemporary Art in Boston. In our semester-long project we were able to design the physical space as well as choose the art works that would be installed there and the projects that would be offered to complement those art works.

Extracurricular: I interned at the Isabella Stewart Gardner Museum, focusing on volunteer management and facilitation of gallery talks. I was involved in local professional organizations that hold regular events—the Greater Boston Museum Education Roundtable, the Museum Education book club, and our own AIE museum education roundtable that we started to talk amongst ourselves about translating theory to museum practice. I also had two opportunities to connect with the undergraduates in Lowell House—an arts-careers mixer that many of us attended and a private tour of the Gardner Museum we offered.

Student: CM

S300 Arts in Education: Learning in and Through the Arts (Seidel)

A162 The Art and Science of Portraiture (Lawrence-Lightfoot)

After an intensive period of research that involved many trips to New England Conservatory to sit in on Ran Blake's classes, attend his concerts, and conduct interviews at his home with Ran's present and former students, friends, and colleagues, I wrote a twenty-page portrait of the musician (using the research method developed and practiced by Professor Lawrence Lightfoot) that investigated the specific question of whether it is possible to teach the art of listening.

H175 GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Gardner)

I carried out a research project that investigated whether there was a connection between Good Work (work that is excellent, ethical, and engaging) and the physical environment in early childhood contexts. I interviewed early childhood teachers in both Australia and New Zealand for this project. I have been very interested in the work of the Reggio Emilia preschools in Italy for some time—specifically their focus on the environment and the attention they give to the connection between ethics and aesthetics. The work from Reggio Emilia was one of the key influences and reference points for this project.

S005 Introduction to Educational Research (Tivnan)

I conducted an independent study as to whether there was a correlation between family attitudes towards the arts and whether one chooses to pursue a career in the arts. The idea for this research project came out of the first essay we wrote for our Arts in Education course with Steve—our personal narrative about the trajectory to our career. I noticed that many people cited their families' support of their career as being very important. I also noted that several people said that their parents strongly discouraged their career choice. No one seemed to report a lukewarm response from parents. I thought this was a fascinating topic for further research and I ended up surveying over 100 artists and non-artists in both Australia and the US with interesting results.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

Our core class this year focused on the more practical elements of Arts in Education and the major project was a funding application. Our particular project built upon the work we had done in the Informal Learning for Children class over the winter – so it was good to have the opportunity to expand this work.

A&S 781 Celtic 114 - Early Irish Historical Tales (O Cathasaigh)

This class looked at Irish literature and storytelling from around the fifth century to the eighth century—with a focus on the King cycles. Irish was the first vernacular language in Europe to utilize the written word. There was also a huge amount written in Ireland during this time. It was really interesting to gain an understanding of the culture of the time through these stories. This class was so interesting to me from the perspective of both oral and written storytelling. I was also very interested by the concept of cultures' constructing their past through story.

A128 Democracy and Education (Cohen)

I really enjoyed this class and it was so interesting to see the place that the arts has (or

should have) within the education system if we are truly educating students to be active citizens of a democracy. It was also very interesting to see how some of the anti-intellectualism and political correctness of contemporary education can be traced back to the birth of the common school—even though the intention of the common school was to create the democratic citizen and the democratic society.

T210M Writing Workshop (Sommers)

I LOVED THIS CLASS. Nancy Sommers was a really amazing teacher and really made me completely rethink my writing process and how I see myself as a writer. Perhaps the most transformative class for me personally due to my interest in writing. **HT123**

Informal Learning for Children (Blatt)

This was a fantastic opportunity to work extremely intensively for a short period of time. I was so proud of the work we did in this class. It was also an opportunity to be practically creative and work collaboratively—making puppets and drawings, etc. This class also really consolidated some friendships which was a lovely bonus.

Extracurricular: As a research assistant to Steve Seidel at Project Zero (this was the best job ever!), I was involved in a number of arts-based research projects such as 'Artists Who Teach' –a project that looks at individuals who are both artists and teachers and how each of these roles informs the other. I also attended most of Ran Blake's classes at New England Conservatory as part of my research for the Art and Science of Portraiture. It was an amazing experience to see Ran's class in action. Ran teaches the art of listening to his students. Not just hearing, but really listening. Students report that, after taking the class, they not only become better at listening to music; they become better listeners in life and better people. (It's true!) There is also a good dose of *film noir* thrown in to this course, which was great! Also, I worked as a reader/assessor for the new high school writing project 'Write the World'; started a new job in the arts policy unit at the Harvard Kennedy School; and exhibited work in the AIE exhibition.

Student: NM

S300 Arts in Education: Learning in and Through the Arts (Seidel)

The entirety of the course focused on the relevance of the arts in education, and the various roles that the arts play in navigating social, cultural, and even economic issues in the greater landscape of education and society.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

I focused specifically on my own arts-related experience throughout all of my writings in this class, often with the provided opportunity for self-reflection on previous practice in relation to the theories and philosophies present in the educational field.

H175 GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Gardner)

I conducted an empirical study on the presence of effective teaching in Drum Corps International, my own artistic “home.” Through the study, I was able to assess students’ preferred teaching characteristics, and also compare and contrast various teaching styles from some of the activity’s most effective arts educators.

A019 Education Sector Nonprofits (Honan)

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

In this class, we investigated the ways in which the “Arts in Education” field is expanding on the ground, both in relation to itself and other external stakeholders.

A612 Organizing: People, Power, Change (Ganz)

Along with a fellow AIE cohort member, I developed a student arts organization—ArtsConnect—to link undergraduates, graduate students, and the Greater Boston arts community. We hosted an inaugural event featuring National Council on the Arts member Paul Hodes.

MLD-329 Power and Glory in Turbulent Times: The History of Leadership from Henry V to Mark Zuckerberg (Koehn)

We regularly discussed, researched, and wrote about the ways in which language, writing, and the arts impacted leaders, both in a public setting and in their private lives. A must take for anyone aspiring to be a leader in the education sector, with a very arts-friendly professor.

A125 State Education Policy: A Practicum (Reville)

Extracurricular: I worked as AIE graduate program assistant; as Entrepreneur-in-Residence for BRIDGE@HGSE; as student ambassador for the HGSE Admissions Office; and as a member of the student advisory board for the HGSE Career Services Office. As visual coordinator for the Blackstone-Millville High School Marching Band in Blackstone, Mass., I led the Indoor Percussion team to a 2013 New England States championship. I was also adjudicator for USBands, a member of the visual staff for the Madison Scouts Drum and Bugle Corps (winter camps), and a visual designer for my own Monzi Drill Design. I co-founded the Harvard ArtsConnect Student Organization and co-contributed the “Journal Resource Section” to the *Harvard Educational Review* issue on arts education.

Student: LP

S300 Arts in Education: Learning in and Through the Arts (Seidel)

This course explored prominent theories, key figures, major movements, and big questions in the arts and education, leading students to reflect on the purposes and the quality of our practice.

A117 Implementing Inclusive Education (Hehir)

N/A (no arts-related research).

S121 Art and Understanding (Elgin)

Using Nelson Goodman's Languages of Art as a springboard, this course explored the ways that art can serve a cognitive function and enhance our understanding of the world around us.

S997-007 Field Experience: Individual Work (Seidel)

Through my teaching internship at Boston's Isabella Stewart Gardner Museum, I expanded my repertoire of methods and motives for teaching through art. I gained an intimate knowledge of the Visual Thinking Strategies curriculum and insight into the factors that create successful museum-school partnerships.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

This semester's AIE course revealed to us the need to be not only thoughtful practitioners, but also informed and passionate advocates for the arts in education. Course readings, discussions, and a great series of guest speakers helped us to move through this topic, from "why?" to "what?" and "how?".

A&S 48543 Anthropology 1025r - Museum Anthropology, Thinking with Objects: Kayaks: Seminar (Capone)

This course focused on collaborative knowledge development, conservation practice, and the continuing cultural identity of objects in museum settings. Although our work took place in an anthropology museum, I was able to apply and share my knowledge of conservation and educational practices in art museums. Through course readings, discussion, consultation with experts, and research projects, I gained a fantastic perspective that will inform the way I craft educational programming and resources around cultural objects displayed in art museum collections.

S999 Special Reading or Research (Seidel)

Another AIE student and I completed this independent study collaboratively. We designed, implemented, and reported on research to investigate the wants, needs, and expectations of adult visitors to art museums who elect to go on guided tours. Our research gave us insight into what kind of educational (or other) experience those visitors seek when they enter an art museum.

T550 Designing for Learning by Creating (Brennan)

This course was heavy on technology, but in a way that was completely accessible and unprohibitive to a "non-tech person" like me. Many of the weekly projects Karen assigns can be interpreted as art (I drew a comic, animated a poem, etc., creating artwork in the process of meeting class goals). Many of her guest speakers work on the fringe of art and technology (and are happy to talk about that relationship). In addition, three other AIE students and I designed an experimental education space (half art studio half gallery) to be built in a contemporary art museum and help visitors access, learn about, and grow through visual art.

Extracurricular: I worked as a teaching intern for the School Partnership Program at the Isabella Stewart Gardner Museum for the full academic year. In the fall, I received credit for it through the Field Experience Program. In the spring, I continued to hold my position at the Gardner without academic credit, and completed a research project and report there that I had designed in the fall. I also co-founded the AIE Museum Education Roundtable with a few other AIE students, in order to connect our coursework to our professional practice. I attended educational events and book club meetings hosted by the Greater Boston Museum Educators Roundtable (GBMER) every few months at member institutions with thoughtful museum-ed practitioners from throughout the city (from art museums, science museums, libraries, historic houses, and beyond). Also, I went to book club meetings regarding John Dewey's *Education and Experience* and the Summer 2012 edition of the *Journal of Museum Education*, as well as an event at the Gardner. Throughout the year, I also held a work-study position in the Collections Development department at Gutman Library.

Student name: Wilhelmina Peragine

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Through my writing and research, several themes emerged: the role of listening as a teacher, the role of engaging in complexity as a learner, and the importance of quality in arts teaching and learning.

A027A Managing Financial Resources in Nonprofit Organizations (Honan)

I gained an understanding of basic financial management and leadership skills and applied these on the final, which involved navigating the complexities of a variety of challenges faced by nonprofits. I wrote from the standpoint of the leader of several fictional arts nonprofits, but the problems and solutions were real.

T440 Teaching and Learning: "The Having of Wonderful Ideas" (Schneier)

For my final fieldwork project I taught one-point perspective drawing to a learner via critical exploration. I also engaged in critical exploration of the ukulele as a learner.

T402 Group Learning (Wilson)

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

For our semester-long project, I co-wrote an RFP for Seedlings, an arts- and nature-based workshop for birth to three year olds. This semester's core class broadened my understanding of arts policy and advocacy and piqued my curiosity about the current and possible place and role of the arts in our city, state, country, and planet.

HT123 Informal Learning for Children (Blatt)

In the two weeks of this J-term course, I co-designed and pitched The GreenBlock, an indoor/outdoor experiential learning center intended to help increase biophilia (love of nature) in young people. The arts featured prominently in the design of the space, curriculum, puppet mascots, and philosophy of this venture.

A132 Educational Innovation and Social Entrepreneurship in Comparative Perspective (Reimers)

I co-created a business plan for a venture called Parkolation, a non-profit focused on providing Boston high school students with constructionist learning opportunities, civic action, and 21st century skills through the artful design of parklets or mini-parks.

S999 Special Reading or Research (Jones)

This Independent Study involved reviewing literature, surveys and videos of the SECURE program, HGSE's research project on Social, Emotional, and Cognitive Understanding and Regulation. I adapted, designed, and created classroom supports to facilitate implementation of the SECURE curriculum and ultimately created various mock-ups of visual supports for this curriculum.

T550 Designing for Learning by Creating (Brennan)

In this course, I co-designed curriculum to teach simple machines knowledge and skills to 3rd-5th grade learners. Our project, CIRQ, was modeled after Alexander Calder's Circus and got learners involved in designing and building kinetic circus creatures. Throughout the semester we developed CIRQ's arts+science-integrated curriculum and engaged in the iterative process of building circus creatures, critiquing our work, and documenting our process.

Extracurricular: VSA Massachusetts Intern: I worked on educational programs, observing and supporting teaching artists, writing grants and supporting the operation of our school partnerships. The Common Chords Acapella group: I

harmonized with other Ed. School singers in joyous polyphony. The Gutman Gallery:
I contributed a painting for the AIE show.

Student: KP

S300 Arts in Education: Learning in and Through the Arts (Seidel)

As the program's core course, S300 explicitly dealt with the practice, theories, and legacy of the arts in education. I had the opportunity to create an interactive webpage about the field, work in arts-based teaching labs with fellow classmates, and reflect on my own pedagogical methods as an arts educator.

H810F Children's Literature (Adams and Robinson)

In this six-week module, I was encouraged to think critically about the way text, illustrations, and design affect the success of a diverse collection of children's literature. I did my final project, an annotated bibliography that compiled over twenty books, on the subject of dance in children's literature.

H810G Adolescent Literature (Adams and Robinson)

This course, also a six-week module, picked up where the previous course left off. We spent six weeks exploring both classic and contemporary examples of adolescent literature. Like in Children's Literature, we were asked to create an annotated bibliography on a topic of our choice. Again, I chose to focus on dance. Because of my participation in these two modules, I have familiarized myself with the most popular, highest rated, and unique books about my preferred art form!

H525 Immigration, Education, and Identities in the United States (Louie)

I did not take this course for art-related credit.

S997-007 Field Experience: Individual Work (Seidel)

I interned in the Boston Ballet's Education and Community Initiatives Department. My final project studied the allocation of resources in two of the program's three major programs.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

With three colleagues, I created a grant proposal for "OverCurve," a dance program for teen mothers and their children living in transitional housing. Definitely the highlight of my semester!

A113 Urban Education (Diamond)

A327 Charter Schools: Issues of Practice and Policy in American Public Education (Merseth/Smith)

S999 Special Reading or Research (Seidel)

I completed a research and development project for an Adaptive Dance Program for children with cerebral palsy, based on the Boston Ballet's extremely successful existing model.

Extracurricular: In the fall semester, I served as a teacher-in-training in the Boston Ballet's Education and Community Initiatives Department. As part of their Taking Steps Program, I taught weekly dance classes at two Boston Public Schools. I also participated in the company's Adaptive Dance program, working with students with Down syndrome. In addition, I observed classes in order to collect quantitative and qualitative data on each teacher's pedagogical methods. I am hoping to help them expand their program by proposing a curriculum for students with cerebral palsy. In my "free time," I enjoyed attending lectures, film screenings, and social activities sponsored by the Harvard Graduate School of Education. As a born and raised Californian, I especially enjoyed basking in the glory of my first New England fall!

(My feelings about New England winters? Get back to me on that one.) In the spring semester, I continued my internship in the Boston Ballet's Education and Community Initiatives Department. Every Tuesday and Thursday afternoon, I taught dance to Boston Public Schools students in Dorchester and Roxbury. On Saturdays, I assisted in the Boston Ballet's Adaptive Dance Program for children and young adults with Down syndrome and autism. Tired of letting my students shine all the time, I finally had the opportunity to perform this spring! I danced in the Commonwealth Shakespeare Company's annual gala with several of my coworkers at the Boston Ballet.

Student: EP

S300 Arts in Education: Learning in and Through the Arts (Seidel)

In this course, I reflected on my identity as both an artist and educator, described my implicit and explicit learning theories, and explored the connections between the processes of inquiry in art and science. Everything we did in this course strengthened my understanding of learning and teaching in and through the arts.

HT500 Growing Up in a Media World (Blatt)

The entirety of this course supported my ability to teach my students how to be critical consumers of media and develop Digital Literacy skills. I wrote a content analysis focusing on relational aggression found in television programs aimed at female children from 12-18 years old, conducted a media interview focusing on a teen's interpretation of parody and political messages in South Park, and designed and conducted an interview-based research project about body image messages in a top television program for girls.

S005 Introduction to Educational Research (Tivnan)

I did not take this course for arts-related credits. But the course developed my ability to be a critical consumer of research and scaffolded my ability to design and implement research. I designed a questionnaire on teen media use and digital literacy.

T402 Group Learning (Wilson)

Whether deliberately cultivated or not, every classroom is shaped by group learning. With my learning group colleagues, I explored the elements of group dynamics and leadership that support or thwart group learning. In my writing, I focused on understanding qualities which contribute to a psychologically safe space that promotes creativity and risk-taking.

S301 Arts in Education: Research, Policy, and Practice (Seidel)

Everything we did in this course strengthened my understanding of the arts.

H611B Moral Adults: Moral Children (Weissbourd)

This course supported my ability to create a caring culture and the moral and social development of my students. Specific to the arts, I focused on exploring art as a medium for moral and ethical action both in schools and their communities and within production decisions of media corporations (like Disney).

T543 Cognitive Science for Learning (Grotzer)

This course deepened the way I think about teaching and learning. The primary assignment of this course was to create curriculum and an associated report explaining the instructional design. My curriculum was a Project-Based Learning Workshop curriculum for high school teachers. Many art-related concepts informed my curriculum. Specifically, the workshop curriculum included experiential and art-making activities and encouraged teachers to design their curriculum with a creative process and critiques.

T210 Writing Workshop (Sommers)

In this creative non-fiction writing module, I wrote essays, engaged in critique, revised work, and read many beautiful essays. A few of my essays explored my experiences as an art educator and the pernicious role perfection plays in the art-making process and life.

Extracurricular: I worked as a research assistant on *The World in Portland Project* with Veronica Boix-Mansilla and her research team at Project Zero. With two HGSE colleagues, I wrote a literature review on global literacy and cultural understanding (linking linguistic and visual literacies with social development) in addition to developing classroom routines and activities that support global competency. Also, an AIE classmate developed the conceptual framework for co-founding a charter school based on innovation, inquiry, and imagination in art and science.

Student: LR

S300 Arts in Education: Learning in and Through the Arts (Seidel)

All projects and readings are related to the arts and educating through and in the arts.

H810F Children's Literature (Adams and Robinson)

In a study of the picture book, Ish, I focused on the illustrations, specifically the significance of color as it relates to the emotions of the character.

H810G Adolescent Literature (Adams and Robinson)

The literature that I focused on in Adolescent Literature was, in essence, its own form of art. I learned how to analyze literary structure and voice as it relates to the overall form of the book.

A117 Implementing Inclusive Education (Hehir)

A021 Leadership in Social-Change Organizations (Mapp)

For my final project, my group focused on the leadership and organizational structure of Youth Design, Inc. a non-profit based in Boston that places high school students with top-notch design firms for paid summer internships and workshops throughout the school year. Youth Design, Inc. is committed to exposing students to both the creative and production aspects of the design sector.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

This course was entirely focused on the past, current, and future state of arts in education. I found it fascinating to discuss a combination of research, policy, advocacy, and practice as related to arts education and/or arts in education. For my final project, I wrote a grant proposal that aimed to connect a Reggio Emilia school with HGSE to better cultivate Harvard-based research in the field of arts in education.

T553 Teacher Learning and Technology (Brennan)

This course was very design heavy and focused on the theories of constructivism and personalization. I was often given the opportunity to use the arts in class, by physically creating or designing a tool, or simply displaying my thoughts with a colorful collage of paper. For my final project, I created a professional development session that is aimed to help teachers interested in implementing project-based learning in their classrooms and schools. For this PD, I created a video, a professional development facilitation guide, and a lesson plan.

HT123 Informal Learning for Children (Blatt)

In this course, I designed, produced, and pitched an informal-learning cooking television show for kids to increase healthy food consumption and nutritional awareness. Arts-related design work included website mockups, character conceptualization, storyboard sketches, in addition to visiting and learning about informal learning settings (museums, tv shows, music, theater, etc.).

H611A Moral Adults: Moral Children (Weissbourd)

We didn't focus specifically on the arts in this course, but the overall subject matter was relevant to some arts claims (i.e. the arts help our children to be better human beings) that were discussed in S301.

Extracurricular: I worked approximately 10 hours a week throughout the school year at Educators for Social Responsibility in Cambridge. ESR is a small non-profit that works with schools and administrators in advising them how they can create safe, caring, and socially responsible learning communities in their schools. It

implements programs from Pre-K through 12th grade. I also participated in an internship at WGBH in the education department. In addition to my work study commitment and internship, I was a participant and audience member at the two cabarets this semester.

Student: LR

S300 Arts in Education: Learning in and Through the Arts (Seidel)

All work in this course was arts-education related! Major projects included working in a group to produce an Arts-in-Edupedia article about elementary school teacher Rafe Esquith, who stages a Shakespeare play with his fifth grade class every year. Additionally, I wrote about my identity as an educator, critical habits of mind of an arts educator, and conducted an hour-long lesson on public art for my implicit learning theories group, which I then wrote about.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

One of my three papers for this course asked us to reflect on a boundary-crossing moment, which for me involved a day spent at the Brooklyn Museum of Art observing and participating in museum education programs for kindergarteners and high school students. While none of the other work I produced was directly related to arts education, this course was invaluable in putting the arts in education into a larger context of anthropological, sociological, and psychological perspectives on the U.S. education system and critical cultural issues related to students, teachers, families, and communities.

A801 Education Policy Analysis and Research in Comparative Perspective (Reimers)

A027A Managing Financial Resources in Nonprofit Organizations (Honan)

While this class was not directly targeted at the AIE program, I was interested in bolstering my knowledge of non-profit management, since I imagine it is very likely I will work in or run my own arts non-profit. I gained a solid background from being in this class, but wish some of our case study work had had more explicit ties to the arts (as opposed to writing several case studies set in schools or universities).

LAW-0001 2011. The Art of Social Change: Child Welfare, Education and Juvenile Justice (Bartholet and Budnitz)

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

This semester, the bulk of my research and writing were tied to the Arts for All Foundation proposals, on which I collaborated with two fellow students. We submitted a proposal to support CATalyst, a new (theoretical) teaching artist certification and school partnership program that would train local artists through pedagogy, collaboration with teachers, and in-school partnerships custom designed to meet arts education needs of the school.

A166 Civic Education and Civic Action: Theory, Research, and Practice (Haste)

Throughout this course, I developed "Public Heroes," a curriculum for high school students that uses public art observation and production as a way of understanding who matters, what matters, and why it matters in their communities; I collaborated with two students to write a paper and present on how artistic interventions in public space can be used to foster bottom-up civic engagement; and I conducted a program review of arts-integrated, community-engaged programs in Cambridge, Mass.; New York, NY; and Devon, U.K.

T600 Perspectives on Learning (Tishman/James)

Along with two group partners, I developed a learning arc and research paper called

“Understanding Movement Through Art and Action” that used Project Zero frameworks and dance and movement literature to explore how young learners (in our case 6-10 year olds) can understand elements of movement through art observation, and individual and collaborative movement exercises.

S999 Special Reading or Research (Seidel)

With Steve Seidel as my supervisor, I conducted a semester-long independent study exploring the pedagogical turn in contemporary art, which has involved extensive interviews with seven artists about the role education plays in their practices, and how they think about fundamental questions of the purpose, values, and process of learning.

Extracurricular: As a research assistant to Creative Capacities International—a new arts organization founded by HGSE grads—I conducted research on critical thinking, collaboration, creativity, and communication to develop arts-based curriculum that uses visual arts, performance and literary arts, music, and dance to develop foundational life skills in schools around the world. My research was integrated into music, dance, and visual arts curriculum for intensive arts programs in Haiti and India. It was a sort of unofficial internship.

Student: JS

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Throughout this course, I have reflected on my identity as an arts educator and examined the impact of the arts on the learning process through discussion and essays.

HT500 Growing Up in a Media World (Blatt)

For my final paper, I proposed a children's television show that utilizes storytelling and theatre to promote pro-social behavior while engaging children's imaginative and creative play.

H250 Developmental Psychology (Harris)

Examined how children's development of imagination can be fostered through theatre and storytelling.

T440 Teaching and Learning: "The Having of Wonderful Ideas" (Schneier)

I conducted a final field study that followed a learner's process of exploring the French horn.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

Along with cohort member Sheryl Chen, I designed a proposal for a visual arts and storytelling curriculum to be implemented at the Padamu Residential Education Center in the Chittagong Hill Tracts located in Bangladesh.

HT123 Informal Learning for Children (Blatt)

Created a proposal for a culinary arts mobile education program called foodlab that would travel to inner-city schools and teach children cooking skills.

MLD-329 Power and Glory in Turbulent Times: The History of Leadership from Henry V to Mark Zuckerberg (Koehn)

Wrote a final essay comparing and contrasting the leadership styles of Frederick Douglass and Howard Schultz and analyzed how each used storytelling and narrative to lead effectively.

T550 Designing for Learning by Creating (Brennan)

Collaborated with a group to make a stop-motion film that recreated the Three Witches scene from Macbeth and constructed a guide for teachers to replicate the process in their classrooms.

S997 Field Experience: Individual Work (Seidel)

Interned at WGBH in the Digital Kids department on an app design project for preschoolers.

Extracurricular: I held an internship at the Right Question Institute where I worked to increase the presence of arts educators participating in their Educator Network. I performed at the AIE Cabaret and joined the Common Chords a cappella group. I also had the internship at WGBH (see above) and served as an AIE student ambassador for the HGSE Admissions Office.

Student: DS

S300 Arts in Education: Learning in and Through the Arts (Seidel)

I wrote papers on arts-centered learning and teaching, such as the role of the artist/teacher and implicit learning theories.

HT500 Growing Up in a Media World (Blatt)

I wrote papers on the ways in which children and adolescents learn through their interactions with media. For my final research paper, I completed a content analysis research paper that examines the representation of arts engagement in popular television programs for young audiences.

LAW-0001 2011. The Art of Social Change: Child Welfare, Education and Juvenile Justice (Bartholet and Budnitz)

I wrote papers on the work of guest speakers who utilize their backgrounds in law, policy, neuroscience, sociology, education, the arts, and community organizing to create social change. In addition, my papers analyzed issues relating to the adoption and foster care system, education reform, and at-risk populations.

A&S-58855 Music 105r - Fundamentals of Improvisation & Composition: Dance (Johnson)

I wrote papers on my learning process as a dancer, connections between architecture and dance, and arts education access. Much of my work provided me with an opportunity to investigate the unknown, unfamiliar, and unexpected through fundamental elements of dance, improvisation and composition, and the research of the body and its surroundings.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I wrote papers about the marginalization of the arts and my "Plans for 'Continuing the Conversation' " after graduation. Also, my group and I wrote and presented a grant proposal for a dance education program designed for teen mothers.

A&S 52654 Music 103r - Masterwork: The Choreographic Process of William Forsythe (Johnson)

We examined the work of William Forsythe through lab sessions, lectures/discussions, readings, and screenings.

S310T Active Learning in Museums (Tishman)

My group and I conducted a research project that examined the role of movement in promoting active learning experiences in museums.

T600 Perspectives on Learning (Tishman/James)

My group and I conducted a research project that examined how children co-create an understanding of movement through art and action.

S997 Field Experience: Individual Work (Seidel)

I interned at Project Zero and wrote my final paper related to work culture and how that impacts an intern's experience.

Extracurricular: I interned at Project Zero as a student assistant and volunteered at the Harvard Arts Museum in the Division of Academic and Public Programs. I performed with the Harvard University Figure Skating Club (HUFSC) at the Charles Hotel's annual outdoor Christmas show in December of 2012. During J-Term, I participated in the 2013 January Arts Intensive: Creative Research/Dance taught by Liz Lerman and Jawole Willa Jo Zollar. I also performed at the Harvard Dance

Program Spring Performances 2013 and competed with HUFSC at the 2013 U.S. Figure Skating Intercollegiate Competition at the University of Delaware during the spring.

Student: BS

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Everything in this course revolved around the arts and art-based learning.

H810F Children's Literature (Adams and Robinson)

Among other things, this course started with a focus on the art and design in picture books; with insight gained from course texts and discussions (primarily Picture This: How Pictures Work by Molly Bang, as well as a guest lecture by Molly Bang herself), I wrote a paper successfully analyzing the artwork in a classic piece of children's literature.

H810G Adolescent Literature (Adams and Robinson)

After doing a fair amount of research for my final project in Adolescent Literature, I compiled an extensive annotated bibliography highlighting graphic novels that are based on history (such as historical fiction, memoirs, and non-fiction works); my eventual hope is that this bibliography will be a resource to present both art and ELA course content to reluctant readers.

S105 Philosophy of Education (Elgin)

Although this course did not require specific arts-related research and writing, I felt that the class readings and discussions definitely laid a foundation justifying the importance of the arts in education, and the necessity of finding a different/more holistic system to replace the current model of public education.

A350 Urban School Reform: Challenges, Policies, and Implementation (Reville)

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

Everything in this class was somehow related to the arts.

S310T Active Learning in Museum (Tishman)

This course explored, as the course name indicates, active learning in museum settings; for my final project, my group tried to use movement as a way to get people more engaged with a museum art object, and we then wrote a paper on our findings (which one group member presented at the student research conference).

S308 Models of Excellence: Illuminating Standards and Inspiring Learning with Outstanding Classroom Work (Berger/Seidel)

For this class, I made a short film exploring how a student created and published book of photographs and essays aligned itself to a common core state standard.

T600 Perspectives on Learning (Tishman/James)

This class explored different research projects from Project Zero's history, a number of which were related to the arts. For our final project, my group staged an exhibition in Gutman presenting a teacher's work as artistry; we then wrote an essay arguing that teaching is an art form, and should be critiqued as such.

S997 Field Experience: Individual Work (Seidel)

For my field experience, I spent the semester as an Artist-in-Residence at Project Zero, creating a graphic narrative exploring Howard Gardner's theory of multiple intelligences.

Extracurricular: This semester, I participated in the Arts First Festival. I performed a set of music at the Queen's Head Pub, and I displayed some of my PZ Artist-in-Residence project in the lobby of Gutman. Most of my extracurricular activities

revolved around the love and care for my six-year-old, three-year-old, and four-month-old. Needless to say, there's a lot of informal learning going on: lots of reading, lots of storytelling, lots of art projects, lots of listening to and making of music, lots of trips to museums, and lots of whatever other general art-based learning parenting entails (I guess parenting itself is a bit of an art...). In a more formal vein, I performed a couple of acoustic Americana-type original songs with a friend of mine at the AIE Cabaret.

Student: SS

S300 Arts in Education: Learning in and Through the Arts (Seidel)

The assignments in this class helped me to articulate my role as an arts education advocate, explore how I learn through the arts, understand how I teach the arts, and challenged me to think in new and creative ways.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

The class required two papers and a section presentation. In the first paper I explored navigating the complex duality of being both an arts education advocate and fundraiser through the lenses of structuralism, psychoanalytic theory, and phenomenology. In my section presentation I led my classmates in a lesson on educational tracking grounded in the exploration of text that culminated in an arts-making activity.

H175 GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Gardner)

I focused my GoodWork research project on understanding how independent grantmaking foundations define and recognize excellence in education non-profits and why they choose to allocate funding. I think this awareness of the philanthropic perspective will encourage a better collaboration between the two entities as they seek to make positive changes in K-12 education.

HKS-0014 SUP-211 Institutional & Community-Based Strategies to Support Children & Strengthen Families (Wilson)

My final paper was a Case Statement for a Los Angeles-based children's arts organization that sought to answer the following questions: What is the need for this type of organization in the community? What evidence suggests that this is a valuable program? How is this organization uniquely qualified to address this need? How does this organization align its program to address developmental needs of children? What are the benefits of this organization for the community it serves?

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

In this course I wrote a grant on behalf of Hartford Performs, a nonprofit organization that is working to provide arts programs to students attending Hartford Public Schools in Connecticut.

MLD-329 Power and Glory in Turbulent Times: The History of Leadership from Henry V to Mark Zuckerberg (Koehn)

N/A

MLD-805 Philanthropy and Public Problem-Solving (Letts/Bildner)

In this course I researched current efforts underway in Boston to provide high-quality arts education to students and allocated funding to an organization in that sector.

A124 School Reform from the Outside In: The Roles of External Partners and Funders (Schwartz/Hoffman)

In this course I researched various arts education reform efforts being conducted by philanthropic entities across the United States.

Extracurricular: In the fall semester I worked as research assistant at Project Zero for Dr. Steve Seidel. Through my work at PZ I help to organize and facilitate ROUNDS, a monthly meeting for educators who share an interest in the

collaborative assessment of student work and in discussing emerging issues in educational practice. I also worked on the emerging PZ project, *Talking with Artists Who Teach*, transcribing interviews with artists that recognize the importance of teaching as a way to understand and further develop their own artistic practice. I was also involved in the Student Admissions Ambassador Program, and as a representative for the AIE program I appeared on panels and spoke with prospective students about my experiences at HGSE. I was also a representative on the HGSE Student Organization Fund Committee, developing fundraising strategy and solicit donations in support of student scholarships on the Class Gift Committee, and helped evaluate student organization funding requests and determine funding allocations. This was also the first time I have ever exhibited my photography, featured alongside artwork by my AIE classmates in the Monroe C. Gutman Library. Finally, I contributed to the special issue of the *Harvard Educational Review* on "Expanding Our Vision of the Arts in Education."

Student: AT

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Everything in the class related to the arts.

H810F Children's Literature (Adams and Robinson)

For my final bibliography, I created a list of children's books about museums, including picture books, chapter books, fantasy, non-fiction, etc., that can be used to excite and inspire young children to become interested in museums.

H810G Adolescent Literature (Adams and Robinson)

Understanding ways to find, assess, and use works of YA literature in the classroom setting.

HT500 Growing Up in a Media World (Blatt)

S121 Art and Understanding (Elgin)

I wrote a short paper critiquing a museum exhibition in terms of Nelson Goodman's essay, "The End of the Museum?" and a longer final paper involving the role of the arts in advancing understanding.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

Worked on a group project writing a fake grant proposal to the AFA in which we envisioned an organization that would bring the resources of Boston's museums into BPS high school classrooms.

S310T Active Learning in Museums (Tishman)

Conducted a research project on preferred pedagogy when looking at works of art (in a museum context).

A&S 48543 Anthropology 1025r - Museum Anthropology, Thinking with Objects: Kayaks: Seminar (Capone)

Conducted an Object Study for an item in the Peabody Museum's collection, researching provenance and writing a condition report for conservation; final project analyzed how ethnographic and tribal museums approach education and why methods used in an art museum might be culturally inappropriate for teaching Native American objects.

A122 The Why, What, and How of School, Family, and Community Partnerships (Mapp)

Final project envisioned an expanded school-museum partnership that would work to engage students' families in the museum as well.

T550 Designing for Learning by Creating (Brennan)

In our group project we designed a "StudioLab" gallery at the Institute for Contemporary Art, which would pair art-making with art-viewing and participatory exhibitions.

Extracurricular: I worked as an intern in the School Programs part of the Education Department at the Museum of Fine Arts, Boston, working to re-vamp K-12 school tours in Asian Art at the MFA. And I was part of the Greater Boston Museum Educator Roundtable (GBMER) Museum Ed Book Club.

Student: JT

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Everything in this course relates to the arts.

H810F Children's Literature (Adams and Robinson)

A picture-book paper examining both the art and text of children's books to be used in classroom settings.

H810G Adolescent Literature (Adams and Robinson)

Understanding ways to find, assess, and use young adult literature in the classroom.

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)

S121 Art and Understanding (Elgin)

A short paper critiquing a museum exhibition in terms of Nelson Goodman's essay, "The End of the Museum?" and a longer final paper involving the role of the arts in advancing understanding.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

All arts related! Completed an Arts for All proposal related to Boston-area-museum curriculum for high schools in the Boston Public School District.

T550 Designing for Learning by Creating (Brennan)

Completed a group research project in which we designed a studio/gallery space based on works at the Institute of Contemporary Art, Boston.

T600 Perspectives on Learning (Tishman/James)

Completed a group project involving professional development/museum exhibit based on the idea of teacher as artist.

S997 Field Experience: Individual Work (Seidel)

Interned at the Museum of Fine Arts, Boston—wrote about the connection between observation and active learning in the museum/art making space and career-related growth.

S310T Active Learning in Museums (Tishman)

Completed a group research project designed around different methods of exposing information in the art museum.

Extracurricular: I had a work-study job at Arts @ 29 Garden as an assistant. Much of my time was spent marketing and helping to plan for the Wintersession January Arts Intensives. I also worked as an intern in the Artful Adventures program at the Museum of Fine Arts, Boston.

Student: AT

S300 The Arts in Education: Learning In and Through the Arts (Seidel)=

Everything in this class is related to the arts. Of particular artistic focus for me were the conversations where we defined roles and thought about the place of the artist in education.

S121 Art and Understanding (Elgin)

My first paper studied how art functioned in a particular museum to advance knowledge. Much of my other writing dealt with looking at student work in terms of what we can know cognitively about the student.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I created a proposal to build a national model for artists to address civic engagement through arts integration in schools. The proposal included research, an implementation plan, budget, work flow, and a public presentation.

MIT 21W.771 Advanced Poetry Workshop (Funkhouser)

I went back to my roots as poet and took an advanced poetry workshop with scientists. After over ten years of teaching creative writing, it was great to work as a writing student again. In addition to stretching and revising my own writing process, I also spent a lot of time thinking about the pedagogical choices of my instructor and the incorporation of the arts into the curriculum of full-time scientists.

LAW-0001 2011. The Art of Social Change: Child Welfare, Education and Juvenile Justice (Bartholet and Budnitz)

The majority of my written material for this course related to questions and ideas about how the arts can intersect with and propel social change. I related readings, guest speakers, and my own written responses to previous practice in arts in education and social change.

T522 Innovation by Design: Projects in Educational Technology (Dockterman)

The focus of my coursework for T522 sought to address pedagogical problems in teaching digital media. My contribution to a group project centered on researching and designing an online teaching interface and customizable rubric to help teachers and students assess elements of quality and create better digital media.

T210X Foundations of Urban Education (Bocala/Buttimer/El-Amin)

My entire arts integration career has been in urban schools, so I focused my attention in this class on the structural barriers to arts integration in low-resourced schools. (My research, however, necessitated a slightly larger framework and focused on the structural barriers to effective instruction in urban schools.)

H804 Writing Development (Dobbs)

My final project was to design and build an online toolkit for college-level Developmental Writing instructors. My research included options for integrating media arts and exploration of other art forms into instruction.

T560 Universal Design for Learning: Meeting the Challenge of Individual Differences (Rose)

All of my weekly assignments focused on examining and analyzing UDL in the context of an arts-integrated classroom, specifically in my experience as a teaching artist and in my current position as an administrator relying on arts integration as a strategy for differentiation and holistic education.

Extracurricular:

In addition to HGSE coursework (which I completed as a part-time student over two years), I worked full-time at the Silk Road Project, where I was responsible for designing and implementing national K-12 pilot arts integration programs. I also worked to plan and deliver a summer institute, in collaboration with HGSE and the SRP, for artists and educators called *The Arts and Passion-Driven Learning*, where I presented several workshops. In addition, I served on the Advisory Board for Arts Connect International, a non-profit founded by AIE '12 alum Marian Brown. I spent much of my extracurricular time developing proposals in social and cultural entrepreneurship and was named a semi-finalist for HGSE's Bridge Education Innovation Pitch Competition and competed in the President's Challenge. I also designed programs for two schools in collaboration with the President's Committee on Arts and Humanities' Turnaround Arts program.

Student: SV

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Reading and writing about theories that describe artistic and creative processes as systemic and fundamentally social constructs allowed me to challenge stereotypes about what “good” teaching really means in and out of the classroom or studio.

S121 Art and Understanding (Elgin)

In this class, we spent a lot of time unpacking Nelson Goodman’s theories of how and why the arts function cognitively, and I was able to start applying this new understanding in my own dance teaching and research almost immediately.

S005 Introduction to Educational Research (Tivnan)

For this class, I carried out an independent research study on members of the Harvard dance community to look at beliefs and attitudes about how well (or not) Harvard supports artistic development for students who want to pursue a career in dance.

T522 Innovation by Design: Projects in Educational Technology (Dockterman)

I worked with three other students on a semester-long project that included the design, prototyping, and testing of an online story-telling platform for middle-school students.

H107 Introduction to Educational Neuroscience (Rose)

I worked on a semester-long literature review that considered whether maternal dance during pregnancy can affect the proprioceptive and vestibular development of the fetus, and, if so, how that relationship is connected to the infant’s learning.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

A&S 52654 Music 103r - Masterwork: The Choreographic Process of William Forsythe (Johnson)

I explored the research, composition, and editing process that went into the Ballet Frankfurt’s world premiere of One Flat Thing Reproduced while also participating in the creation of an original ballet, choreographed by our professor, Jill Johnson.

S999 Special Reading or Research (Seidel)

I choreographed and directed an original dance performance that included 13 performers from the HGSE community and presented an informal showcase that was followed by a moderated Q&A where we got to talk about the process and the learning.

Extracurricular: I took advantage of the many free or low-cost dance workshops and classes offered at the Harvard Dance Center, including master workshops by John Jasperse (contemporary), Chet Walker (jazz), and Ariel Freedman (gaga technique). I also took a weekly Horton dance class at the HDC and a weekly Flamenco dance class at the Dance Complex in Central Square. In the spring, I was awarded a Project Zero artist residency, which allowed me to cast, choreograph, and direct an original movement-based 20-minute show at the Harvard Dance Center. The residency allowed me to work with 13 other HGSE community members to generate original choreography while engaging in PZ’s interdisciplinary studies research and tools from Making Learning Visible.

Student: TW

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Through the Arts in Education class, I was presented with best practices for developing community projects, identifying quality programming (and teaching), and confronting issues of impact and measurement.

A608 Leadership, Entrepreneurship, and Learning (Higgins)

My final reflection paper grappled with entrepreneurship in creative non-profits, particularly dealing with an “intrapreneurial” role in which one balances the organizational, structural, and financial demands with artistic and programmatic vision.

A117 Implementing Inclusive Education (Hehir)

Our final group project focused on increasing meaningful inclusion for students in sub-separate classrooms in a school’s visual arts, music, and physical education program.

A326A School Reform: Policy, Practice, and Leadership (Merseth)

In my midterm, I wrote about the integral part experiential learning initiatives play in the purpose of schooling, which included community involvement and arts-related activities.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

I studied the ways in which educators can advocate for the arts through story-telling and effective use of research in their communities, schools, and institutions of higher education.

HT123 Informal Learning for Children (Blatt)

The culminating project of this course was the design of an arts and nature learning center that had a strong research base in child development.

T530 Designing and Producing Media for Learning (Blatt)

For the final project, I wrote and illustrated a book for hospitalized children ages 3-6 to promote a sense of agency and hope in difficult situations.

T565 Entrepreneurship in the Education Marketplace (Richards)

AIE classmate Lynn Yang and I developed a business and marketing plan for A Spoonful of Sugar, a theater education company designed specifically for hospitalized children.

Extracurricular: I supplemented my academic work with the LEND Fellowship at Children’s Hospital Boston, a year-long internship focused on creating leaders in the field of neurodevelopmental disability. I was able to learn about emerging medical practices for individuals with developmental disabilities (encompassing people with a genetic condition, intellectual disability, and autistic spectrum disorders) and treatments on the vanguard of scientific research. Each lecture from leading physicians at Children’s Hospital helped me understand the challenges faced by people with disabilities and their families. In addition to learning about conditions and treatments, we had the opportunity to learn about the policies and government agencies supporting families by visiting state agencies, lobbying federal representatives and senators, and hearing from self-advocates. Through family and clinic visits, I was able to engage with children and families who were in the process of receiving developmental delay diagnoses or who were working through the school system to ensure educational rights for their children. Finally, I had the

opportunity to work with HAPHI, Haitian American Public Health Initiatives, to develop summer programming and associated fundraising efforts for their young adult population with special needs. I would recommend this fellowship to other AIE students who are interested in the field. I was often the only non-clinical voice in my cohort, reminding colleagues about the educational and artistic capabilities that are important to consider and nurture for anyone's development. The experience was transformative, and I look forward to continuing this specialized conversation with future AIE students. Another thing that may be helpful in recruiting other AIE students: There was a small stipend associated with the program that helped me with transportation and books.

Student: LY

S300 Arts in Education: Learning in and Through the Arts (Seidel)

Everything here is arts related.

H810F Children's Literature (Adams and Robinson)

I worked on a group project exploring censorship in the genre, as well as a bibliography on books on religion for children. I also worked on an analysis of a picture book, Mo Willem's Knuffle Bunny.

H810G Adolescent Literature (Adams and Robinson)

I worked on a group project on accuracy in historical fiction, and a bibliography on books dealing with the topic of teenage pregnancy.

HT500 Growing Up in a Media World (Blatt)

For my content analysis and interview assignments, I focused on the representation of overweight characters in the media and its effects on body image and self esteem among youths.

H250 Developmental Psychology (Harris)

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

Everything here is arts-related. I worked with classmates Julia and Tori on a grant proposal to the AFA Foundation for A Spoonful of Sugar Theatre Company, which aims to bring quality arts education experiences to hospitalized children.

HT123 Informal Learning for Children (Blatt)

Worked on a group project called foodlab to encourage healthy eating habits and to teach basic cooking skills to young people in urban areas.

A&S 6781 Introduction to Playwriting: Workshop (Adams)

Wrote a one-act play.

MLD-329 Power and Glory in Turbulent Times: The History of Leadership from Henry V to Mark Zuckerberg (Koehn)

T550 Designing for Learning by Creating (Brennan)

For my final project, I worked with classmates John and Sheryl to create a stop-motion animation of the three weird sisters from Macbeth (Act IV, Scene I). The final paper was in the form of a blog where we documented and reflected on the entire creative process.

T565 Entrepreneurship in the Education Marketplace (Richards)

I worked with classmate Tori to create a business plan for A Spoonful of Sugar Theatre Company, which aims to bring quality theatre education to hospitalized children.

Extracurricular: I sang with the HGSE A Capella group and with the Harvard Graduate Christian Fellowship (HGCF) worship band and attended HGCF activities. I danced in classmate Suzie's Project Zero Artist-in-Residence interdisciplinary dance project. And at an AIE Cabaret I showed a video clip of a dance piece I performed in in Singapore.

Student: SZ

S300 Arts in Education: Learning in and Through the Arts (Seidel)

I studied the work of Liz Lerman, and created a lesson on visible thinking for the final project.

AT113 Educational Effectiveness: Examining Influences on Student Achievement (Hill)

Nothing arts related. However, my final paper was a proposal for an intervention that would reallocate top teachers to bottom quartile schools, while rewarding them in pay and leadership. This is inclusive of arts teachers as well.

S005 Introduction to Educational Research (Tivnan)

My research project was a study of children's drawings in a preschool, where I looked at gender differences and age differences in representational drawings. I provided my research to the preschool to use in their arts programming.

S301 The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)

The creation of the Arts for All grant, in combination with lots of great readings on art policy and research, added up to a very arts focused semester!

H611A Moral Adults: Moral Children (Weissbourd)

Not relevant.

A132 Educational Innovation and Social Entrepreneurship in Comparative Perspective (Reimers)

Not relevant, but will help me set up a arts non-profit if I go that route!

H123 Informal Learning for Children (Blatt)

This course focused on looking at informal learning through media was very much arts related, looking at how imagery, graphics, and theatre are used in educational media for children.

S308 Models of Excellence: Illuminating Standards and Inspiring Learning with Outstanding Classroom Work (Berger/Seidel)

I focused my examination on the drafting process of children's drawings and related this to the expectations and potential of the CCSS.

Extracurricular: I finished my work on the Artsedsearch.org database, finding and reviewing articles based on student outcomes as a result of learning in and through the arts, and completed my Project Zero internship with Shari Tishman on *Art Works At Work*—a project done in collaboration with an private school umbrella organization in Australia. I had a blog publication on Rick Hess's Straight Up blog on teacher retention policy work I had done in Indiana, as well as a blog about how the arts fit into the expectations of the CCSS on a linked in CCSS group blog. I also worked to train teachers on the Common Core, advocating for the incorporation of the arts as an integral part of a curriculum that honors both the arts and the Common Core Standards. As an America Achieves Fellow, I advocated for the arts in policy circles, and learned and participated in national and international education policy seminars.