

HGSE Arts in Education program

Student Pathways 2015-16

In the following pages the 2016 graduates of the HGSE Arts in Education program testify—one by one, in alphabetical order by last initial—to the required arts-related research and writing they did in five or more of their courses. Each strictly academic “pathway” includes a note about any extracurricular activities that enabled the given student 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.



EB:

Fall 2015

S300 The Arts in Education: Learning In and Through the Arts (Seidel): This core AIE course focused on the identities, values, purposes, responsibilities, and ideas about learning that each of us carries with us in our work as artists and educators.

H107 Introduction to Educational Neuroscience (Rose): This course was an overview of networks-level neuroscience topics relevant to teaching and learning. For my final project I wrote a paper about the effects of integrating embodied movement into classrooms. In particular, I considered the impact of relevant gesturing on student comprehension and retention of complex concepts.

H611A Moral Adults: Moral Children (Weissbourd): This course was a thoughtful and interactive analysis of moral development theories, possible ways for adults to help students develop moral capacities, and the current state of character education programming in the US. For my final project my group designed an intervention strategy for K-12 students that used story sharing and movement plays to promote empathy and widen students' circles of concern.

T550 Designing for Learning by Creating (Brennan): This course is a constructionist sampler of constructionist principles. Put otherwise, this is a course where we learned through making about how to design opportunities for students to learn through making. For my final project I designed, created, and tested a tinkerable game that uses poseable body figurines and a die to encourage tinkering with the body, collaborative improvising and creating, reflecting-in-action, and making your own rules.

FAS110113 Music 12A: The Harvard Dance Project (Johnson): The Harvard Dance Project is a yearlong for-credit modern dance company (~12 members), which is directed by Jill Johnson and designed for undergraduate students. Over the course of the fall term we collaboratively choreographed, rehearsed, and performed works inspired by Merce Cunningham, Anna Teresa de Keersmaecker, Jill Johnson, and Francesca Harper.

Extracurriculars: I performed with the Harvard Dance Project at the Institute for Contemporary Art, the Carpenter Center and the Harvard Dance Center, and presented an improvisational dance piece at HGSE's Monday Night Remix: Works In Progress. Additionally, I worked as one of two Research Assistants for Steve Seidel, which primarily involved assisting with two long-term Project Zero projects: ROUNDS and Talking With Artists Who Teach.

Winter and Spring 2016

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): This core AIE course focused on various essential elements of practice in the arts education field, including quality, evaluation, accessibility, policy, and research. A large portion of the semester was devoted to conceptualizing, pitching, and writing faux grant proposals for a project of our

design. My proposal was for a year-long research initiative that would investigate and re-envision the role of nonprofits in helping develop comprehensive, sequential, sustainable dance programming in K-12 schools.

T139 Investigating Learning and Teaching through Close Collaborative Examination of Student and Teacher Work (Blythe): This discussion-based course deeply reflected on what it means to learn and teach through studying and practicing documentation of student learning, collaborative inquiry, and structured conversations (protocols). For my final project I collaborated with another AIE student to analyze the ways educators of different disciplines provide in-the-moment feedback to ephemeral, embodied work.

T211P Interdisciplinary Learning: Preparing Students for Our Contemporary World (Boix-Mansilla): In this course we examined what distinguishes interdisciplinary learning from multidisciplinary or transdisciplinary learning and questioned why our contemporary world demands an interdisciplinary approach to education. My final project was a unit plan for Embodied Mapping, which brings together cartography, creative nonfiction, and dance as students investigate personal, familial, and global narratives of migration.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): This course was grounded in Critical Pedagogy, examining both theoretical and practical approaches to educating to raise students' critical consciousness, reinforce positive racial-ethnic identities, collective obligation, radical imagination, and critical hope. For my final project I collaborated to design a curricular framework that seeks to translate critical consciousness raising, positive REI, and radical imagination to the K-5 classroom setting through the arts.

FAS-110113 Music 12B: The Harvard Dance Project (Johnson): The Harvard Dance Project is a yearlong for-credit modern dance company directed by Jill Johnson and designed for undergraduate students. This spring we collaborated with Jill Johnson, Mario Zambrano, and Francesca Harper to create an evening length work of embodied testimonies of students' stories.

Extracurriculars: I continued to perform with the Harvard Dance Project and to present improvisational dance works at various HGSE events. As informal research for my future practice as a dance educator, I also observed several dance programs in BPS elementary schools. Additionally, I continued working as Steve Seidel's Research Assistant.

AB:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): Learned a lot about what it means to be an artist and an educator, and the work that still needs to be done in growing within both of those identities. My final inspiration project looked at the role the book *Moby-Dick* has played in my life over the last ten years.

A305 Deeper Learning for All: Designing a 21st-Century School System (Mehta): A course exploring the principles of Deeper Learning (project-based, problem-based, apprenticeship style pedagogy with a heavy focus on “21st Century Skills”). The final project was consulting with an Ed.L.D. student starting a charter school in Brooklyn next fall. I helped research and initiate partnerships with local organizations.

FAS1483188 English CWAR-Advanced Fiction Workshop (Gilmore): A writing course at the college. My final project was writing and editing the first chunk of the young adult novel I was working on for the semester.

T550 Designing for Learning by Creating (Brennan): An incredibly flexible course that afforded a lot of freedom in working on personally meaningful projects. My classmates and I created a podcast called *The Palette* that looked at arts and learning and healing in the first episode.

Extracurricular: For my work-study I was the communications intern for the Marketing and Communications department here at HGSE. I wrote student profiles and covered HGSE events in addition to some other office responsibilities. It was a great chance to meet different people in the community, and I was able to pitch my own story ideas. I have also been working this semester with classmates on putting together our own podcast. This turned out to be a significant time commitment, and easily my favorite work of the semester. I also co-hosted a weekly writers workshop.

Winter and Spring 2016

T211 Interdisciplinary Education (Boix-Mansilla): In this J-Term class we learned the most important components of creating interdisciplinary curriculum as well as analyzing interdisciplinary programs. For my final project, a classmate and I visited and analyzed two interdisciplinary programs in the Boston area, Zumix, a music education non-profit, and Community Boat Building, a program that teaches maritime education to special education students in 4th and 5th grades.

A111C Politics and Education Change: A Case Study (Gabrielli): This was a great module that used six case studies in politics and education, from charter school expansion in Boston to extended learning time. Chris, who is deeply involved with Massachusetts politics, brought in

excellent guests each class. My final project looked at how the arts became a major part of the political agenda during Marty Walsh's run for mayor.

H810G Adolescent Literature [Audited] (Adams): I audited this course, which I was really glad about. The weekly readings were excellent, and the conversation around the publishing industry was particularly helpful to me. The group projects were a turn-off, but the class's small book discussions were great.

H810F Children's Literature (Robinson): H810G was so good that I decided to take this module as well, this time for credit. The assignments and readings were valuable, but this turned out to be a much bigger class and I found small group discussions to be far less valuable. My final project was a bibliography of children's books about baseball.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): In this class we continued much of the conversation from S300, with a focus on arts education policy and particularly working with arts foundations. We also worked in small homogenous groups based on art form. My final project for the Arts for All grant request was for our podcast, *The Palette*.

S999-141 Special Reading & Research (Brennan): My classmate, Mike Lipset, and I took on an independent study to continue our work on *The Palette*. We were fortunate to work with Karen Brennan, in whose fall course we started the podcast. Our focus was on building and sustaining an online audience.

T565 Entrepreneurship in the Education Marketplace (Richards): This was a great introductory course into entrepreneurship, including marketing strategies, competitive landscape analysis, and financial projections. Several guests and case studies were included throughout the semester. My final project was a business plan for *The Palette*.

VB-W

Fall 2015

T550 Designing For Learning By Creating (Brennan): For this course, I focused my project on the arts through creating a prototype of a smartphone application called “Class Receipts.” The prototype can actually be used on a phone using the software Invision, and I created a video to demo all of its functions. The “Class Receipts” app is one piece of my music curriculum project which I will be continuing to work on in the spring. I am also applying to a spring venture competition at the I-lab, to keep iterating this app and hopefully get funding to create a full pledged application.

H107 Intro to Educational Neuroscience (Rose): This course culminated in a research paper. I focused my research on the arts by looking at soldiers whose manifestations of PTSD have been subsided by engaging with digital technology on a regular basis (like playing video games). From there I looked for research to support how a youth who is mentally or emotionally underdeveloped from adverse childhood experiences due to growing up in poverty, might engage with digital technology in a classroom to help functions like self-regulation and focus improve.

Harvard Law School, The Art of Social Change (Bartholet): I cross registered for this course at HLS. The course was a series of guest speakers, each who presented on a topic relating to child welfare, and their organization’s method of social change to address a special issue. Topics included youth development, foster care, immigration and detention, charter school policy and reform...etc.

S300 The Arts in Education: Learning In and Through the Arts (Seidel): For this course we focused on identity and values as artists and educators. I wrote 2-3 reflective essays making connections between my background, my values, my inspirations, and how those things factor into what I want to do after HGSE.

Extracurricular: Co-Chair of the Black Student Union at HGSE and Director of Art and Special Content for the *Harvard Journal of African-American Policy*.
Winter and Spring 2016

A111R Elements of Effective Family-School Partnerships (Mapp): In this course, we learned about best practices for creating strong partnerships between different stakeholders to fulfill the goal of enriching educational resources and outcomes for learners. In my final group project we focused our paper on my music education app idea "Class Receipts" and how the app could potentially strengthen relationships between the school and the family.

MLD-617M Learning from Effective Implementers: Managing Self (Hartmann): In this course readings were case studies and articles about renowned successful leaders, who exhibited insurmountable bravery, resilience and discipline when it came to carrying out their purposes, both professionally and personally. We met in small group to answer and submit prompts based on the theme for the week, contributed to online discussion platforms weekly to engage with

classmates, and submitted a "Purpose Paper" at the beginning, and then a revised and extended version at the end of the semester.

A011B Learning from Practice: Evaluation and Improvement Science (Bocala): This course was designed to introduce students to key concepts in improvement science and formative evaluation as a way to support learning from real-life attempts at improvement. In this course we partnered (in groups or individually) with a local organization to propose an evaluation of their work. I worked with BPS' Arts department to propose an evaluation on the implementation of my music education app "Class Receipts."

A203 Educational Justice (Levinson): This course was an in-depth exploration into case studies, philosophical and political science readings that addressed dilemmas of justice and injustice across education and political contexts. It provided frameworks and fundamental ways of thinking to enhance educators' and policymakers' capacities to make ethical decisions under challenging conditions. There were two short analytical papers we submitted, as well as a longer analytical paper connecting readings. For my final project in this class, I am writing an original case study that presents an ethical dilemma in education, and an analytical paper to support the case.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): The second half of this year long course focused more on what it means to be an arts advocate, what that looks like in practice, and the policies and funding that affects the production and expansion of arts in public and education settings. For my final project, I wrote a grant proposal asking for financial support of a music curriculum developed for underserved middle schools, that focuses on socio emotional learning and critical consciousness building.

S999023: Independent Study (Seidel): For this independent study, I have been looking at various innovative curricula, beyond just arts focused. Research into how they been created, funded and implemented, as well as teasing out some of the major components of my music curriculum project which focuses on socio emotional learning and critical consciousness building.

SB

Fall 2015

A162 The Art & Science of Portraiture (Lawrence-Lightfoot): This class was about blending the empirical methods of research with the aesthetics and artistry of storytelling. My final portrait illustrated the story of two women and their menstruation.

WGH211 Women, Gender, and Health Introductory Perspectives (Missmer): Offered by the Harvard Chan School of Public Health, this module hosted guest speakers every week.

S012 Empirical Methods: Introduction to Statistics for Research (Tivnan): This class was a slightly advanced introduction course to interpreting, analyzing, and reporting data. These skills reinforced the necessity to make data-driven decisions when implementing change.

S300 The Arts in Education: Learning in and Through the Arts (Seidel): We explored the role of purpose, values, identity, responsibility, and inspiration while learning in and through the arts as artists and/or educators. For my inspiration project, I followed in the footsteps of Dr. Patch Adams to explore clowning as medicine for the community using other styles of clowning from Tommy the Clown and Francine Cote to influence my presentation.

T500 Designing for Learning by Creating (Brennan): This was a class about constructionism. After five students recognized a lack of diversity in an exhibit featured in the Gutman gallery, we wrote a letter addressed to the entire HGSE community and installed a counter-exhibit in the form of a remix and imagining of what the world could be.

Extracurricular: I attended Project Zero's Out of Eden Learn community open meetings, and mostly remained engaged with my community at Aletheia Church as a small group leader. As a Boston-based actor, I continued to work with The Bok Players, and to audition for Spring 2016 shows.

Winter and Spring 2016

SBS 519 Communication and Health Equity: In this course, we learned about the facilitators and barriers to patient-centered communication and care, as well as strategies to address the social determinants of health with a high quality of care. For my final project and paper, I proposed a patient-centered art intervention that uplifts the stories of patients to promote awareness and increase health literacy.

Independent Study: As a digital and performance storyteller, I focused on exploring different modes of storytelling for health and the value of oral histories on stage and in digital vignettes such as video and podcast. I looked at the intersection of art and activism with the intention of self-care.

T014 Educating to Transform Society (El-Amin): In this course, we surveyed different tools and strategies to building one's critical consciousness. In my final group project, I spent time

building a conversation series about achieving racial reconciliation within the context of a faith-based statement of truth within evangelical Christian church in America. The twelve-week conversation series highlighted critical art pieces such as poems, documentaries, songs, and visual artwork to create a new access point to the discussion.

T211P Interdisciplinary Education: Preparing Students for our Contemporary World

(Boix-Mansilla & Chua): In this course, we focused on what makes for a quality interdisciplinary learning experience, and examined ways we would bring together disciplinary perspectives in purposeful, informed, and productive ways via problem-posing questions. I built an eight-week digital storytelling workshop that would be hosted at the Boston Center for Endometriosis.

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

In this course we explored "the relationships between research, policy, advocacy, activism, and practice." When writing a grant proposal, I decided to write about the possibility of establishing an Artist in Residence program at a Boston-based hospital.

RB:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This class was all about learning in and through the arts. All of my papers/assignments were related to thinking about the arts in educational contexts. My favourite was a map I made of Cambridge based on people's perceptions of the city and influenced by Walter Benjamin's Arcades Project.

T004 Ethnic Studies and Education (Villarreal): My first two papers looked at issues of ethnic studies and racism in relation to museum settings, and how museum education can combat institutionalised racism. For my final project I created a website with an AIE peer and TIE peer where we curated videos and wrote reflective questions to help ethnic studies teachers in the classroom.

T550 Designing for Learning by Creating (Brennan): My final project for this course was the development of an app entitled 'Label Lab', which is to be used by museum visitors when they are standing in front of artworks to help them tap into their own subjective understanding of the art on display. This thus challenges the 'truth' that the curator espouses in their own written labels, and helps to deconstruct the dominant narrative of museums and the institutionalised racism they perpetuate.

T600 Thinking and Learning Today and Tomorrow (Clapp et al): My first project for this class was entitled 'how can we encouraged subjective looking in the art museum?' and my second was an exploration of the lessons I teach at Harvard Art Museums, and how I can best balance structure and agency in these lessons.

T010x Fulfilling the Promise Seminars (Miller et al): In this two-credit module we explored issues of diversity, ethnicity, privilege, race, and connected them to our own biographies. I spent much time in this course thinking about the participation of museums in institutionalised racism and how I can combat this in my future career.

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman): In this course, we learned about the different ways in which museums can invite learning, whether through curation, exhibit design, or educational programs. For my final project I did research into how paintings can serve as visual metaphors and impact people's thinking about various abstract concepts, showing how art can stay 'with you' when you leave the confines of the museum.

S316 Art, Design and Learning in Public Space (Seidel): In this course, we looked at the different ways in which art functions in public space, and how it can invite learning. We looked at many examples of public art, and investigated how these pieces invited learning via their aesthetics, time, people, participation, place, space, etc. For my final project, I designed a piece of public art that takes place in the Science Center Plaza, and gives the site over to local high school students, and thus seeks to challenge the 'publicness' of Harvard's campus.

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

This course served as a continuation from S300, but I perceive it as a turn outwards (compared to S300 which was a look at arts and why they matter), and how, as art educators, we can convey our mission, purpose, goals, etc., to the outside world. For my final project, I designed a mural-making summer camp to take place in an urban part of London, and which uses Freire's notion of Critical Pedagogy to underline the youth education that takes place.

T010X Fulfilling the Promise Seminars (various): This was a yearlong module in which we investigated our personal relationship to race, ethnicity, and privilege, with the aim of arriving at a place where we feel secure in who we are so that we can combat racism successfully. There was no real final project, but instead I investigated my teaching at Harvard Art Museum, where I challenged myself to bring race into my classes more actively.

T008 Power and Pedagogy (Harouni): It is kind of impossible to sum up this class. We seemingly did nothing that any authority figure at HGSE would consider 'worthwhile', and yet it was hands-down the most important class I took. It is essentially a term-long extrapolation on themes that Baldwin rises in 'The Creative Process', whereby you look at your self, how you figure in society, and how you can transform the latter by interrogating the former. (This makes sense as the subtitle of the class is 'Self, Society and Transformation'.) There was an extreme amount of conflict in the class too, with Houman's aim being to explore the power dynamics of a group. There was no real final project. Throughout the term, you write one essay and then proceed to re-write it once every two weeks. The final assignment is a reflection on the term, where I made a picture book about my reflections on reflection.

WC:

Fall 2015

A027A Managing Financial Resources in Nonprofit Organizations (Honan): In this class we learned different ways of analyzing nonprofit and educational institutions' budget so that we could make informed decisions for the future of the organization. For my final paper I answered four questions from different perspectives within a community arts nonprofit, highlighting strategies for management, public representation, development of logic models, and how to search for competent employees.

A608B Leadership, Entrepreneurship, and Learning (Higgins): We learned different ways of sustaining effective leadership through a diverse set of case studies and in-class analysis. My final paper analyzed how the lessons about effective leadership and entrepreneurship from the case studies directly reflect the student-teacher relationship in the classroom.

H611B Moral Adults, Moral Children: Media (Weissbourd): We learned multiple frames and qualities that make up morality in societies, and developed pitches for media outlets to promote moral behavior. For my final project I pitched to *Nightline* news anchor, Juju Chang, a series of episodes to showcase the tools different universities are using to get the conversations around race and culture right, highlighting Playback Theatre's work in universities and schools as a main episode.

T550 Designing for Learning by Creating (Brennan): We learned the power of learning by building and creating, and had a blast doing it. We developed a weekly online journal, and analyzed the text and presentations in more ways than I could explain here. For my final, I developed the Hugsy Playback Theatre Society, a student organization that developed personal skills and community through improvisational theater.

S300 Arts in Education (Seidel): We analyzed what it means to be an artist, educator, and an arts educator. We discussed the role of quality, inclusion, and the figurative spaces the arts occupy in the world. For my final project I created a lyrical piece unveiling the source of my inspirations at HGSE, and wrote a paper revisiting my statement of purpose.

Winter and Spring 2016

MLD377 Organizing People, Power & Change (Ganz): We learned the different ways the organizing framework builds capacity and relationships to mobilize communities through a shared purpose. I transformed the Hugsy Playback Theatre Society into an organizing project, training participants to perform, meet with the deans, and create a proposal to implement experiential arts as a way to enhance community experience.

S301 Arts in Education (Seidel): We learned how to maneuver art education research, create projects, assess work, and determine the best practices for implementing work. For my final

project I wrote a proposal, as a non-profit organization, to use the performing arts to help people mourn the loss of loved ones.

A320 Building a Democratic School (Nathan): We learned to develop mission statements, budgets, assessments, curriculum, schedules, and more, while constructing a model for a school of our design. We had open, authentic conversations about the pros and cons of various methods of structure and planning. For my final project I wrote a proposal for a summer institute that uses an intersection of arts, academics, and hands-on experience to educate a group of teens from varying backgrounds.

Student Organization: Hugsy Playback Theatre Society: I facilitated weekly workshops designed to use Playback Theatre as a way to enhance the community's capacities in active listening and empathy. We developed a performing team and performed for Monday Night Remix.

GC:

Fall 2015

A305 Deeper Learning for All: Designing a 21st-Century School System (Mehta): My final project involved developing a participatory school design structure for a community in rural India.

H392 Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives (Groves): My final research paper focuses on using drama therapy and other creative arts therapies with adolescents who have experienced trauma.

S300 The Arts in Education: Learning in and Through the Arts (Seidel): The class helped me reconsider my identity as an educator and an artist and reflect on the type of work I'd like to do in the future.

T550 Designing for Learning by Creating (Brennan): For my final project, I used art and history to engage in destabilizing and meaningful discourse with community members in Roxbury.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (Clapp): I explored various frameworks to enhance teaching and learning and applied my ideas in small projects with youth.

Extracurricular: I worked as a Graduate Research Assistant with Harvard Family Research Project and a MLV Media Fellow at the Bok Center. I also interned with the OMID Foundation and Duct Tape Network at the MIT Media Lab. I volunteered with United Somali Youth tutoring an ESL student.

Winter and Spring 2016

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): This class helped me consider arts program development, evaluation, and administration.

T008 Power and Pedagogy: Self, Society, and Transformation (Harouni): No arts involved in this class.

T211P Interdisciplinary Education: Preparing Students for our Contemporary World (Boix Mansilla & Chua): I developed a curriculum plan that utilized theatre of the oppressed to support students in understanding their role in an ecological understanding of society.

S999-055 Special Reading & Research (Brion-Meisels): I am working on a participatory action research project to improve the educational quality of a community college in New York. Arts based practices will be utilized in our approach to activism.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): I worked on a project that involved developing an anti-racist museum educator workbook.

Extracurricular: I worked as a Teaching Artist with Citi Performing Arts Center, Graduate Research Assistant with Harvard Family Research Project, a MLV Media Fellow at the Bok Center, Merchandising Assistant with Stages Learning, Research Assistant with the Kennedy School, and Online Teaching Assistant with Project Zero. I interned with the UNICEF Education Commission and served as a Teaching Assistant for Petey Greene and the Boston University Prison Education Program.

JC:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): In this class, we explored our identities as artists and educators, as well as the nature and quality of learning in and through the arts. All my assignments were focused on how and why we engage in arts and learning and educating.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (James & Clapp): In this course, we investigated the nature of understanding, thinking and learning within various Project Zero pedagogical frameworks. My final paper synthesized my insights on designing safe learning spaces informed by researching a Brazilian music ensemble as a learning group.

T550 Designing for Learning by Creating (Brennan): In this course on constructionism, we dove into a multitude of concepts related to learning through making, sharing and reflecting. My final project was the creation of an all-original podcast *The Palette* with AIE classmates Andrew Bauld, Mike Lipset, and Jamie Ayelet Laytner.

HT500 Growing Up in a Media World (Blatt): We explored digital media channels and content and their effects on young viewers in this class, with an understanding of existing theories, research methods, public policies and responses. My final project was a media proposal to create a tween and teen-focused comedy sitcom inspired by the positive messages in the Netflix series *Master of None*.

Extracurricular: Besides being on the production team of the podcast *The Palette*, I am involved in setting up a STEAM initiative at HGSE. Recreationally, I have enjoyed taking part in Playback Theatre as well as Gallery Teaching Lab sessions in various museums, all led by AIE classmates. I have also performed on keyboard and vocals at AIE Cabaret Night, and am a HGSE Admissions blogger.

Winter and Spring 2016

A027B Managing Financial Resources in Nonprofit Organizations (Honan): In this course, we learned about financial management principles and practices in the non-profit sector, including how to analyze an organization's financial profile, organizational efficiency and effectiveness. I wrote case studies that analyzed the financial conditions of a charter school and assessed retrenchment approaches of a university, while my final exam allowed me to create management and communications strategies for a number of scenarios involving arts organizations.

S301 The Arts in Education: Research, Policy, Advocacy, Activism and Practice (Seidel): In this course, we looked at how the arts are influenced by policy, and how the arts can be an influence in themselves to address and respond to social injustice. For my final project, I

collaborated with my colleague Hanako Sawada in creating a grant proposal for initiating the first inclusive arts festival at Harvard.

T523 Formative Evaluation for Educational Product Development (Reich): In this course, we learned about methodologies, philosophies, and issues with regards to the formative evaluation of educational products, while applying the knowledge to a semester-long group project. For my project, we evaluated the design framework of an exhibition at the Peabody Essex Museum in Salem, to inform and improve the framework for future similar exhibitions.

MUSIC 176R Music and Disability (Clark): In this course, we explored the intersection of disability and music through the lenses of music history and theory, performance studies, neuroscience, education, and advocacy. I made music with a choir for people with Parkinson's as part of my community partnership, and focused on designing a support system for implementing an inclusive arts festival at Harvard for my final proposal and presentation.

MC:

Fall 2015

H803 Adolescent Literacy: Students, Teachers, Classrooms, Schools, and Districts (Snow): During the course, we study the reasons behind the problems of adolescent literacy, and different programs to approach it. My final paper works as a synthesis for the readings of the course, providing five main principles to consider when designing a program to improve adolescent literacy.

S121 Art and Understanding (Elgin): This course studies Nelson Goodman's theory of considering art as a language which has the power to advance understanding. In my final paper, I analyzed the role that literary works of fiction play on advancing their readers' understanding.

S300 The Arts in Education: Learning in and Through the Arts (Seidel): During the course, I could explore my identity as an educator. In my final paper and my inspirations project, I further develop my intentions of becoming an "educator of educators", especially as a literature teacher.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (Clapp and James): During this course, we studied many different frameworks that PZ has developed since its foundation. I did both of my Mini Projects with a colleague back in Chile, to explore the students' understanding of poetry.

Winter and Spring 2016

H804 Writing Development (Galloway): In this class, I have learned about how young children acquire writing skills and how teachers can foster them in the following years. We have studied different approaches, including process-based and strategy-based writing instruction. For my final project, I am preparing a website for teachers, where I adapt the "Writer's Workshop" for a Chilean context.

H810F Children's Literature (Robinson): In this class, we explored different genres in children's literature—like picture books, nonfiction, early readers, and chapter books—by reading excellent books from each of them. For my final project, I created an annotated bibliography of books that tell stories from the *Bible*.

H810G Adolescent Literature (Adams): In this class, we read a variety of different genres published for a Young Adult audience. We discussed what makes a book both valuable and appealing for adolescents. For my final project, I created an annotated bibliography of books that explored mother-daughter relationships.

H870 Reading to Learn: Socialization, Language, and Deep Comprehension (Uccelli): In this class, we have explored the many complexities involved in achieving reading comprehension. We studied different reading models and the skills they consider responsible for

deep comprehension. For my final project, I am preparing a handbook for parents to foster the literacy skills of their preschool children.

H301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel):

In this class, we have explored what it takes to develop a curriculum/project/organization on arts in education. My project was to develop an eight-week curriculum for Chilean high-school teachers on creative writing.

KC:

Fall 2015

A111P Public Narrative: Self, Us, Now (Ganz): Public Narrative was a module that took students on a journey through finding a story of self, connecting it to the collective story of “us,” and connecting these stories to a call to action (the “now”). The final project is a five minute performance of your Public Narrative.

H175 GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Gardner): This course focuses on the values and research of the Good Work Project over the past twenty years. The course project is a self-directed research study that connects to the Good Work framework and writing a 15-20 page paper and 15-minute presentation on your findings.

S005 Introduction to Education Research (Tivnan): This course touches on the basics of research, how it’s conducted, and how to analyze research. There are two options for the final project--you can either do three small assignments over the course of the semester or conduct an independent research project.

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This course focuses on the different facets of how learning occurs within the arts and education. There were multiple papers throughout the course of the semester that explore topics connected to learning and self-reflection.

T010X Fulfilling the Promise Seminars (Cuevas): This is a yearlong course that is tied to the Fulfilling the Promise of Diversity Seminars, a series at HGSE that hosts guest panelists to speak on different topics related to diversity and education. The class then meets once a month to discuss the monthly presentations, reflect on our experiences with race and education, and how we will pursue transformative work in the field.

Winter and Spring 2016

A011P The Promise of Diversity: Emerging-Research Seminar (Cuevas): This course was my J-term one-week intensive course. Readings covered recently published or even yet to be published research on the state of diversity within various educational spheres (K-12, Higher Ed, school systems broadly, etc.). The original professor was not able to teach this J-term, but even though a TA took over the course, the guest speakers were engaging. My final paper was on the effectiveness on summer bridge programs to foster identity development and student academic performance in the transition to college.

H112 Cognitive Neuroscience and Education (Luk): A wonderful course that I did not expect to love as much as I did. This course was all about brain development in early childhood and its impact on education. Every week we focused on a different topic (visual, auditory, motor skills, socioeconomic status) and its connection to neuroscience and education. My final paper was on

the role of cognitive neuroscience in the arts experience of the Discovery Museums in Acton for children and families.

H610M Mindfulness in Education (McGarvey): A module that taught me the importance of self-care while still teaching children alternative ways of dealing with moments of challenge. My final reflective paper was on my personal journey interacting with mindfulness practices for the first time, techniques to utilize in my music teaching, and resources I hope to pursue in future mindfulness practice. I also wrote a group paper on the role of mindfulness in K-12 schools with tips for educators to incorporate mindfulness into their school culture.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): The second half of our AIE weekly seminar that grounded the philosophies from first semester into practical life scenarios. My final project was a proposal for the fictitious Arts For All Foundation on a hypothetical inclusive model and toolkit for teaching classical music to typical children and students with autism between the Boston Conservatory Autism Extension Program and the New England Conservatory Preparatory School.

T002 Critical Race Theory in Education (Graves and Truong): Far and away the most important course I took throughout the year at HGSE. It was so powerful to learn a framework that explained the ways in which society is constructed. This course coupled with T014 gave me the vocabulary to not only deconstruct my own learning journey but also the tools I hope to give future students. My final paper was an analysis of access to arts conservatory training and the professional field of classical music through the lens of Critical Race Theory.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El- Amin): This was a great accompanying course to Critical Race Theory although I likely feel I would have been lost if I had taken this course without at least a basic understanding of the CRT framework. This was the best class environment, even though there were 75 students, the course still felt personal and small. Wonderful facilitating by Dr. El-Amin. My final paper was a group project on decolonizing and deconstructing museum spaces.

Extracurricular - The Du Bois Orchestra at Harvard: I co-founded a new chamber orchestra based at HGSE that fosters a diverse community of musicians, with socially-conscious programming that elevates marginalized voices in music history and engages in educational outreach. We were able to perform two concerts, one at Sanders Theatre as part of the Harvard Arts First Festival and another at the University Lutheran Church. The latter performance also hosted 40 students (ages 8-15) from two NYC Sistema-based music programs to perform a side-by-side concert and experience a day in the life at Harvard. Co-founding this orchestra was a great opportunity to ground theory into practice and learn leadership skills both musically and administratively.

ID:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): In this class we reflected upon teaching and learning in and through the arts. Through a series of readings, discussions, and assignments, I explored what it meant to be an artist and an educator.

A111P Public Narrative: Self, Us, Now (Ganz): In this class we explored narrative as a leadership practice. I created a speech about the role of teachers in helping their students envision possibilities and work hard in order to fulfill them.

T550 Designing for Learning by Creating (Brennan): This class was about constructionism, and throughout the semester I created a collaborative creative writing project inspired by evocative objects.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (James and Clapp): I explored through Project Zero frameworks and ideas how stories foster our understanding about ourselves and about the world. For one of my projects I analyzed the role of fictional characters in the building of our identities. For a second project, I explored how bringing personal narratives to museums fostered the learning experience.

S121 Art and Understanding (Elgin): We explored how art advances understanding through a philosophical perspective. For my final paper, I analyzed the cognitive function of emotions in fiction.

Winter and Spring 2016

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman): We explored learning in informal educational spaces, particularly in museums. For our final project, we designed a research study that looked into the possible relation between the level of choice given to students and achieving a state of flow.

A132 Educational Innovation and Social Entrepreneurship in Comparative Perspective (Reimers): This class gave me the tools to start a social venture. I created a non-profit organization for making museum experiences accessible, inclusive, and relevant through the creation of community museums in low-income neighborhoods in Mexico.

A314 Redesigning Education Systems for the 21st Century: A Workshop (Reville): In this class, we explored the implications of creating new systems in education, especially for providing personalized attention to students, integrated services in schools, and after-school opportunities. My team was the consultant for an elementary school in Chelsea, for which we proposed a system to provide out of school opportunities for their students.

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

In this class, we explored how to advocate for the arts and education, best practices, inclusion through the arts, and quality learning experiences. I wrote a grant for the pilot program of the social venture I had created: a workshop for guiding a low income community in Mexico in the creation of their own community museum.

T532 Formative Evaluation for Educational Product Development (Reich): For this class, our team designed and conducted a formative evaluation study of the innovative design framework used for the “Asia in Amsterdam” exhibit at the Peabody Essex Museum in Salem, in order to give recommendations for improvement.

Extracurricular: During the first semester, I was a volunteer at an in-school research and writing project for 826 Boston. During the whole year, I was part of the Latin America Education Forum (LAEF), for which I organized and curated an exhibit at Gutman Library that showcased more than 100 pieces from students in Latin America expressing their thoughts on education in the region. I was also involved in the STEAM with US initiative at Harvard and participated in Gallery Teaching Labs.

RF-B:

Fall 2015

S-300 The Arts in Education (Seidel)

Creative Nonfiction (Frey): A twelve person writing workshop with emphasis on the personal essay. I was focused on writing to document my work as an educator, as well as learning more about the craft of writing nonfiction in order to teach it better.

The Art of Communication, @ the Fletcher School (Mankad): Focused on on public speaking, TED-style. Did several speeches on alternative and arts education for vulnerable youth, and the importance of the arts in engaging the disengaged.

SUP-710 Ending Youth Violence: What works and why, @HKS (Abt): A policy class looking at experimental and quasi-experimental research around violence reduction, taught by the former chief of staff for the White House Office of Justice Programs (OJP) and Deputy Secretary of Public Safety for New York. I wrote a policy proposal intended for the superintendent of Los Angeles County schools recommending the establishment of three trauma-informed schools for youth victims of interpersonal violence.

J-Term

T211P Interdisciplinary Education (Boix-Mansilla; Chua): This class explored ID education from the perspective of the IB curriculum. My final project was a curriculum design for a interdisciplinary media arts and literacy project looking at the 1996 welfare reforms.

Spring 2016

S-301 The Arts in Education (Seidel)

T-006 Adult Development (Kegan): A class on constructive developmental theory, as coined by Robert Kegan, the professor who taught the class. The class's work focused on immunity to change, development in the adult years defined by "orders of mind," and subject-object relationships. This was the last time the professor will teach the class, which is a shame!

S- 527 Ethnographic Methods (Gonzales): A Ph.D. level qualitative research class focused on grounded theory. My research and ethnography was on a teacher in a Massachusetts Department of Youth Services school (juvenile justice setting) that was teaching with Montessori methods.

T-560 Universal Design for Learning (Daley): The focus of this course was to explore and build "curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities." This was very technology and visual design focused. I

built a website for public school teachers and administrators with students who were reintegrating after juvenile justice commitments.

Extracurriculars: Co-founder, Juvenile Justice Education Research Initiative (with Dr. Lynette Tannis, and Dr. Pamela Mason). Member, Dubin Leadership Service Seminar on Police Legitimacy

IG:

Fall 2015

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot): This course introduces students to historical and contemporary perspectives in the sociology of education, ethnographic study, and the view of the educator as a researcher-practitioner. My final paper for the course deals with the notion of teaching as an art, and the teacher as one who exercises ‘aesthetic vision.’

S121 Art and Understanding (Elgin): This course deals with the cognitive function of the arts through an epistemological lens. My final paper for this course was an argument for the possibility of acquiring knowledge from narrative/fictive works of art through the processes of storytelling and the transfer of learning.

S300 The Arts in Education: Learning In and Through the Arts (Seidel): This course encourages deep reflection and interrogation of the purposes, values, and ideas of arts education. My writing in this course focused on my identity and practice as a music educator.

T550 Designing for Learning by Creating (Brennan): This course is an exploration of the educational philosophy of ‘constructionism’ – learning through tinkering, agency, and reflection. My final project was a collaborative inquiry into the process of sharing student work – exhibitions, concerts, etc. Together, my partner and I created a toolkit for developing student exhibits and a unit plan designed to introduce students to the process of composing music.

Extracurricular: I undertook a number of artistic projects this semester as a composer and performer. I was commissioned by a trombonist for a brief piece, which was completed near the beginning of the semester. I also composed an extended, multi-movement choral work for a church choir in New York State, to be performed during the holiday season. I collaborated with AIE colleagues in several performances, most notably the premiere of “unwrite” by Peiwen Soh, in which I played the piano.

Winter and Spring 2016

MUSIC176R Special Topics: Music and Disability (Clark): This course focuses on the intersection of music, disability, and identity, and encourages critical and complex interrogation of the issues that arise when these factors interact. My final project for the course is a grant proposal for creating a ‘Disability and Arts Education’ course at HGSE.

H804 Writing Development (Phillips Galloway): This course examines the literature surrounding writing in academic contexts, and best practices in writing pedagogy, particularly at K-12 levels. My final project for this course is a literature review concerning journaling in the music classroom.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): This course is an extension of the work completed in S300, and a conversation regarding the

‘real-world’ applications of arts education, and one’s work in the profession. My final project for this course is a grant proposal to create an in-school program of preservice arts education training for 11th and 12th grade students.

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

(Daley): This course is an introduction to the UDL methodology, principles, and guidelines, with a focus on learner variability and assistive technology. My final project for this course is an online toolkit for choral music educators – and associated stakeholders – to use when beginning to plan for and implement UDL in their programs and individual context(s).

Extracurricular: I spent two months completing service learning with the Sing-Along Chorus affiliated with the Special Needs Arts Programs, Inc. in Lexington, Massachusetts. Additionally, I continued my work as a composer – I am currently finishing a solo piano piece, which will be premiered in the coming academic year.

AG:

Fall 2015

A816 Education in Armed Conflict (Bryden-Peterson): This class explored the relationship between education and armed conflict. The first half of the class explored theoretical concepts and macro-political and social factors that cause and result from educational spaces in situations of armed conflicts. The latter half encouraged us to explore interventions and discover concrete interventions that we can apply to our work. For our final project, we analyzed a situation of armed conflict and interviewed someone who pursued an education in that armed conflict, and created an artwork to encapsulate it all.

H392 Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives (Groves): This was a very good class for tangible skills to bring back to your practice when you encounter people who have had traumatic experiences (which is everyone), but it is not for the faint of heart. The discussions and readings were pretty heavy. I found it useful to know that I could tailor my experience in the class to my interests; the final project was very broad, and I researched the trauma experienced by child migrants from Central America.

S300 The Arts in Education: Learning in and Through the Arts (Seidel): Our core class. We explored theoretical aspects of learning in and through the arts. Our final “inspiration” project was quite broad; I cast my torso in plaster and painted it.

T004 Ethnic Studies and Education (Villareal): Hands down the best class offered at HGSE. In this class, we explored the epistemological and pedagogical applications of ethnic studies. We studied the work of ethnic studies scholars in the past, the history of the United States from “a different mirror,” and worked collectively to create material that applied principles of ethnic studies to future educational initiatives. The work was rigorous, creative, and fun. Above all, this was the best learning community I have ever been a part of.

Winter and Spring 2016

LAW 2115 Immigration and Refugee Advocacy (Ardalan):

This class goes hand-in-hand with the Harvard Immigration and Refugee Clinic. It acts as a sort of check-in period where we learned about the theory of immigration and asylum law, as well as discuss cases and precedents. We were visited by various guest speakers each week including guests from Immigration and Customs Enforcement, the Asylum Office, and social workers.

LAW 8020 Harvard Immigration and Refugee Clinic (Ardalan):

I was placed at Greater Boston Legal Services, where I worked directly with clients on their asylum cases. I worked for 10 hours per week for 2 credits (3 credits would be 15 hours, and 20 hours would be 4 credits). I met with clients for interviews to draft their affidavits, figure out the theory of the case, and compile country conditions reports for affirmative asylum cases.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): Our core class. We explored theoretical aspects of learning in and through the arts. We spent the

semester consistently working on our mission statements, the development of an arts-based educational initiative, and a grant proposal to fund it.

S501 Partnering with Youth in Educational Research and Practice (Brion-Meisels):

Hands down the best class offered at HGSE. In this class, we explored the epistemological and pedagogical applications of partnering with youth. The class intentionally focused on Youth Participatory Action Research pedagogies and more general project partnerships with youth, and the ethical tensions that accompany such partnerships. The class's culminating project was a reflection (or really anything we wanted) about a partnership with youth we engaged in for the semester, or some sort of resource that can add to the canon of partnering with youth. Above all, this was the best learning community I have ever been a part of. Gretchen is one of the best professors I have ever had.

S999-070 Special Reading & Research (James):

I worked on the project I founded in December 2015/2016, *Historias Desde el Albergue*. *Historias Desde el Albergue* is a digital archive of stories told by unaccompanied minors from Central America staying at the shelter, *Adolescentes en el Camino*, in Oaxaca, México. I traveled to Oaxaca to implement an arts-based curriculum using photovoice pedagogies to explore storytelling ethics.

Extracurricular: In addition to school, I worked part-time as a Graduate Fellow at the Office of Diversity and Inclusion and Emerson College. I participated in Students for Rhetorical Mobility, a writing/English class where undergraduate students and maintenance workers are both teachers and students. I also worked remotely as Communications Manager for *Adolescentes en el Camino*, a shelter for Central American unaccompanied minors located in Oaxaca, México.

IG:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): I paid particularly close attention to the ways educators can enhance student commitment to creating quality work. I also looked at how teaching, at its most beautiful, is the art form shared between the artist—the educator—and its audience and participants—the students.

T550 Designing for Learning by Creating (Brennan): As part of my semester-long research project, I wrote and illustrated a rough draft for my children’s book that allows teachers to introduce ways of teaching metacognitive skills in the classroom.

H107 Introduction to Educational Neuroscience (Rose): For my semester-long research paper, I researched how picture books can be used as pedagogical tools for drawing students’ attention to their own thinking.

S997 Field Experience at Project Zero (Research Assistant at Learning to Think, Thinking to Learn): In this year-long internship at Project Zero, I am researching how students connect new content to previous knowledge and experiences as a way of deepening their understanding. I am also researching what connection-making looks like within and across the disciplines and how this may impact the ways that teachers design their lessons. My research on metaphors as a way of grounding abstract concepts contributes to the work on my children’s book.

A-111P Public Narrative: Self, Us, Now (Ganz): My narrative focused on the urgency of creating ways for students to meaningfully connect to curriculum content. It addressed what is at stake when we focus on only training the mind rather than trying to reach students’ hearts.

Extracurricular Activities: Writer’s Workshop; HGSE STEAM Initiative

Winter and Spring 2016

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman): In this J-term, we focused on how learning takes place in museum environments. As part of the required research project, my partner and I designed an experiment that investigated the particular use of language when responding to the question, “What is progress?” after looking at one of two very different paintings. By taking this course, I was able to visit different museums and hear from museum educators about how these learning spaces and activities are designed.

H306 Beyond Grit: Noncognitive Factors in School Success (Jones): In this course, I worked with two groups to create a taxonomy of social-emotional learning terms surrounding mindset and self-regulatory behavior. As part of my final research project, I researched Executive Function skills as they relate to middle childhood development. In particular, I explored how intervention programs use picture books and discussion to introduce and reflect upon these skills.

H810F Children's Literature (Robinson): As I am interested in writing and illustrating children's books, this module has been particularly helpful in serving as a platform for in-depth analysis of the literary and visual elements of a strong picture book. One of the most exciting features of the class is that the authors of the books we read often respond to our blog posts. For the required bibliography project, I created a list of fifteen stellar picture books that highlight the topic of *individuality*.

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

This segment of the year-long required AIE core class focused on an analysis of arts as an instrument of change. For the final Arts for All proposal, my partner and I designed a social-emotional learning intervention program titled Creating Harmony. The program introduces Executive Function skills for Kindergartners through picture books, songs, dances, and drama. We hope to bring this project to life through an online platform and by continuing to create the arts components of this intervention.

S999-088 Special Reading and Research (Seidel): For this independent study, I completed my artist residency with Project Zero. I wrote and illustrated a final manuscript for my picture book, *Spark, Flicker, Flash: What's It Like to Have Ideas?* The picture book represents ideas through the metaphor of light. Throughout the course of the semester, I visited elementary classrooms to read the picture book and to collect their thoughts on cognition. Students created their own artistic representations and metaphors for *what it's like to have ideas*. The project was featured in the Student Research Conference and culminated in an end of the year gallery show at Project Zero and the Harvard Arts First Festival. My advisory committee consisted of Steve Seidel (AIE), Shari Tishman (Project Zero), Terri Turner (Project Zero).

Extracurricular Activities: Project Zero Research Assistant: Learning to Think, Thinking to Learn, with Principal Investigator Ron Ritchhart; Harvard STEAM Initiative.

LH:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): Everything about this class was arts-related.

T550 Designing for Learning By Creating (Brennan): This class was all about constructing interactive learning experiences and often referenced the arts. For my final project, I created an interactive conversation activity to help resolve a conflict in intimate relationships.

A111P Public Narrative: Self, Us, Now (Ganz): Class focused on the art of narrative and how to tell compelling personal stories that incited others to action. My final project was a personal narrative piece that I performed in front of my classmates.

HDS 3859 The Politics of Storytelling (Jackson): I cross-registered into this course at the divinity school. The course itself was about the idea that stories exist in the space between the storyteller and the listener, and form a critical part of the fabric of human existence. For my final paper, I wrote about narrative storytelling in depression and how crafting stories out of painful experiences leads to healing.

Extracurricular: In addition to being a full-time student, I have two part-time jobs: I work as a GMAT instructor teaching classes in Boston, and I also make therapeutic creative arts activities for an online personal growth course. I have not participated in the HGSE community as much as I'd like, but I have continued to pursue my own artistic practice where time allows.

Winter and Spring 2016

A111G Debating Public Policy (Hess): No arts-related coursework

S301 The Arts in Education (Seidel): Everything about this class was arts-related.

T560 Universal Design for Learning (Daley): This class was about providing options for all abilities and perspectives in learning environments. We often referenced the arts as a way to reach more learners; for example, as part of my final project I created a visual arts activity to teach mindfulness to teens.

T006 Adult Development (Kegan): This class emphasized understanding developmental perspectives and pursuing personal growth for the self and others. As an arts counselor, this is highly pertinent to my work.

HKS MLD-304 Science of Behavior Change (Rogers): I cross-registered into this course at the Kennedy school. There was no arts-related coursework, but this was one of my favorite courses all year and I highly recommend it.

CH:

S997 Field Experience: Reflective Inquiry into Professional Practice (Stevens): I took S997 alongside my internship with Arts Connect International, where I am the Media and Communications Intern. At ACI, my main task is to monitor social media channels, form liaison with other individuals and organizations for our company, and communicate with our artists for their marketing materials. At the same time, S997 has given me the opportunity to integrate my practical experience with theoretical frameworks that would help me analyze and understand the professional realm.

S300 The Arts in Education: Learning in and Through the Arts (Seidel) In S300, our entire cohort explored the roles of arts in the education field both in and out of schools across different age ranges. The core threads of this course include identity, purposes, values, responsibility and learning, which we have discussed through readings, workshops, writings, sharing and dialogues with guest experts. My final project is the statement of purpose (reconsidered), for which I compared my original statement of purpose to my current purposes and reasserted my values.

HT500 Growing Up in a Media World (Blatt) In HT500, we learned the pervasive influence of electronic media, including broadcast TV, videos, movies, music, games, world wide web, social media, phone apps, in educating and socializing children and teenagers. Drawing on our own experience, scholarly research, guest presentations, and screenings, we examined content available to young people and assessed media effects. For the final project, I analyzed *Iggy's Fancy* to discuss in depth the effect of popular music on teenagers.

A608A Leadership, Entrepreneurship, and Learning (Higgins) Through the class, Professor Higgins lead us to explore new perspectives of thinking about leadership, entrepreneurship and learning through analyzing and discussing a wide variety of case studies. Looking at individuals, groups, systems and industries, we delved into the situation and role played the different players to fully understand the complex relationships. Through these reflections, I grasped and developed my own theory of leadership, which is my final project. I established my own theory of leadership and used class material to support my thesis.

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman)

In this course, we learned how the museum spaces affect audiences' learning behavior and how viewers could engage actively and look slowly at art with the goal of seeking improved ways to enhance education in such spaces. In my final group project, I spent time analyzing whether multi-sensory experiences, such as touch, smell and sound, could allow learners to shape more concrete memories and thus enhance learning.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel) In S301, which is a continuation of S300, we shifted our focus to to the relationships between

research, policy, advocacy, activism and practice. Through discussions, readings, reflections and examinations, we investigated on how the arts can become more available to the public and improve education in general. For our major project, we proposed to Arts For All Foundation on a project we seek funding for. My project aimed to create a platform for artists, art lovers, collectors, galleries and museums to communicate and make transactions, demystifying the art market and making art available to everyone.

MLD304 Science of Behavior Change (Rogers) In Professor Rogers's class, we learned the mechanisms that people use to process information and utilize to form decisions with the objective to create policies and interventions to would enhance social well-being. In the final project, we designed an intervention that would automatically block students' out of social media platforms once they have reached their weekly quota in attempt to improve students grades based on the assumption that excessive social media use leads to lower academic performance.

1279 Competing Globally (Alcacer) Through Competing Globally, I learned how and why corporations would expand internationally based on case studies of different companies. I learned the different factors that influence a firm's decisions, from industry landscape to products to geographies, and what activities the firm should perform to create a robust strategy and foundation. In my final paper, I chose *Vogue* as my topic, analyzed its problems in the Chinese market, and provided feasible solutions.

LK:

Fall 2015

HT500 Growing Up in a Media World (Blatt): This course was a survey of the content and effects of various media for children ages 0-17. My projects have included a content analysis of criminalization/villainization of characters of color in superhero television programming, an interview with a young media user (focusing on critical consciousness as a consumer), and the design of a curriculum for media production.

S300 The Arts in Education: Learning in and through the Arts (Seidel): This course was an examination of the roles and responsibilities of the arts, artists, educators, and arts educators in our community and society. My papers required reflecting on my identity, values, purposes, and responsibilities in my work. I also created a short film animated about my inspirations.

T550 Designing for Learning by Creating (Brennan): This course focused on the study and practice of Seymour Papert's constructionism, or learning by making through different media, materials, and domains. I created a simple web-based video game using Scratch and a short mash-up film demonstrating the presence of violence and policing in schools and in children's media. For my final project, I am creating the wireframes for an app designed for collaborative curriculum design.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (Clapp & James): This course provided an overview of Project Zero's current and past work, and frequently featured guest lectures from Project Zero researchers and collaborators. I collaborated with two classmates in conducting a small ethnographic study of the rehearsal space as a learning environment, and worked independently on a small study about the ways that students of color experience representation in the curriculum and culture at HGSE.

Winter and Spring 2016

HT-123 Informal Learning for Children (Blatt): A project-based exploration of informal learning through media and in face-to-face venues. This course featured guest lecturers who represented a broad range of informal education practices - from Sesame Street to Boston Public Libraries to the Institute of Contemporary Art to a STEM-infused live action roleplay (LARP) camp. For my group's final project, we designed a video game that aimed to build skills in conflict resolution and global citizenship.

T-002 Critical Race Theory in Education (Graves & Truong): Overview of the history and tenets of critical race theory and its implications for educational practices in and out of schools (K-12 and higher education). My final project was an autoethnography of my own experiences as a learner in various arts education spaces, where I analyzed practices of teaching and learning in the arts through the lens of critical race theory.

S-501 Partnering with Youth in Educational Research and Practice (Brion-Meisels): An examination of epistemologies and educational practices that foreground youth voice and youth-

led action, with a particular focus on youth participatory action research as a methodology. My final project was a resource guide for teaching artists who wish to apply principles of partnering with youth to their particular context of practice.

S-301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel):

An overview of the many complexities of arts education as a field, including classroom practices, programmatic models, policymaking, and the role of the arts, education, and the arts in education in society. My final project for this course was a proposal for a youth-led program in research-based arts and media production for social change.

T-560 Universal Design for Learning: Meeting the Challenge of Individual Differences

(Galloway-Daley): An overview of the guiding principles of Universal Design for Learning (UDL), including an examination of several exemplary models of UDL, most of which were educational technology products designed for use in the classroom. My final project for this class was a short animated film designed to explain the benefits of UDL in the production of arts and media for social change.

JL:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): In this course we discussed our values, responsibilities, understandings, and goals in teaching and learning in and through the arts. We wrote several papers all relating to the arts in some way.

T211S Peace Education in Comparative Perspective (Diazgranados Ferrans): This course was a module. We learned the conceptual, theoretical definitions of forms of violence and causes of conflict. We also learned about peace-making initiatives around the world and had the opportunity to write papers on a topic of our choosing.

T550 Designing for Learning by Creating (Brennan): While studying the theories related to constructivism and design in education, we participated in several projects of various scales and wrote one final paper about a project of our creation.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (Clapp): We learned about PZ's research by studying and experimenting with many of its most interesting frameworks and contributions to the field of education. Highlights included two self-directed Mini-Projects and a few key guests and speakers.

Extracurricular: I was a co-producer for two major projects this term: HUGSY Playback Theatre Society (improv-based, community-building theatre) and *The Palette* (a podcast that mixes the mediums of arts and education). I also formed a Writer's Collective with another cohort member, worked with high school students through 826 Boston, and volunteered as a Nature Story Time reader at the Harvard Museum of Natural History. I attended and volunteered for several additional lectures and events held at HGSE and MIT, as well as numerous concerts, shows, and museum events thanks to my incredible peers and friends.

Winter and Spring 2016

T210Z1A Dimensions of Diversity: English Language Learners (Al-Adeimi): This module allowed us to examine the unique socio-emotional/cultural experiences of English Language Learners and how they shape the schooling experience of these students. We learned about and discussed the principles of sheltered English instruction and designed lesson plans as well as other teaching resources for meeting the needs of ELL students. My final paper included three English Language Arts lesson plans following a format from our text, as well as considerations and implications of teaching students in a specific context with this content.

A314 Redesigning Education Systems for the 21st Century: A Workshop (Reville): In this course we identified and designed programs to target the limitations of our education system, focusing on key areas such as integrated systems, health and human services, and out of school/after school learning. In my team, we worked with the Hooks Elementary School in Chelsea toward designing an after school program to meet their specific needs. We conducted

research (interviews, site visits included) and used design thinking measures as well as other structured conversations to create a program framework that can be used in any school context.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): This course began where we as educators had come to recognize that racial/ethnic oppression is part of the fabric of our schools, our systems, and our society. The key themes and concepts are an answer to this recognition, and are meant to help teachers guide their students to not only recognizing racism and systems of advantage/disadvantage in their lives, but also to navigate, resist, and disrupt those systems as young activists and agents for change. For the final project, I worked with a team to produce lesson plans and other resources for a new Ethnic Studies Curriculum Framework designed for urban public schools in the Northeast of the US.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): The second half of our year-long core course, this semester focused on relevant themes in the broad field of arts in education. We studied the inter-relationships of these themes and how they play out for programs in schools and institutions using specific examples and case studied. My final project was a proposal for the fictitious Arts for All Foundation, where I detailed a two-year research and development project aimed at creating innovative curricular extensions and resources for teachers, beginning with Ethnic Studies and arts-integration as initial frameworks.

T139 Investigating Learning and Teaching through Close Collaborative Examination of Student and Teacher Work (Blythe): “What does one see as student and teacher work?” and “what are we seeing and not seeing in student and teacher work?” This seminar allowed us to truly form a learning community. Using protocols, documentation, and collaborative inquiry, we worked to examine teacher and student learning as well as our own. For my final project, I worked with a classmate to facilitate a timed collaborative assessment conference using a video recording of students working in a group; we then worked to analyze our findings and form new questions about this process.

ML:

A107 The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot): This class will unfortunately no longer be taught after many years as a staple at HGSE. We, however, looked at the ecology of schools and the multitude of societal forces which position schools as sites of contention and intersection of history and positionally as opposed to a vacuum site of learning. My final essay, using Bronfenbrenner's ecological model, was looking at the ways in which white researchers erase their racial positionality in ethnographic work in communities of color which positions the whites as primary knowledge producers, the racial norm, and reifies the fallacy that schools are vacuums which affirms status quo and neo liberal individualism

S300 The Arts in Education: Learning in and Through the Arts (Seidel) This course asked us, through readings and essays, to explore our mediums and our work as artists, to be better articulate—outwardly and inwardly—why we do what we do, and how. Additionally, we take this time to explore our identities and how our many identities affect this work. For the final essays for this course we reflected on why we came to HGSE. I also wrote an essay on the most important works of literature to my own work as a writer.

T004 Ethnic Studies and Education Fall (Villarreal): Ethnic studies is a history course comprised of counter narratives—that is, history as told by the disenfranchised and colonized, particularly within a US context. This course allowed students to better understand the historical context in which this country, and our schools, were constructed. For our final project we had an evening of presentation, in which groups were organized by interest. My group looked at how third spaces in education can be decolonizing spaces. This is a must take!

T550 Designing for Learning by Creating (Brennan): This class looked primarily at constructivism, how we learn through doing. Weekly reading and shared journals allow us to share our learning processes. My final presentation was the front face of a mobile app which allows users to reconstruct existing poems using all the words present in the piece.

Spring 2016:

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): This course brought us more into practice and asked us to explore methods of research as well as program development and implementation. For our final projects we wrote a mock grant proposal of a self-designed organization.

S999-023 Special Reading & Research (Seidel): This course was an independent study which provided me a great deal of space to further explore ideas I was developing in the fall term. Through this time I developed my own tenets of Whiteness and explored whiteness as a construct, the ways in which it has been created, to what end, and how it shows up constantly in the work of white educators.

T002 Critical Race Theory in Education Spring (Truong, Graves): Critical Race Theory explores the construction of race and racism through the specific CRT Lens which was born out of Critical Legal Studies. Derrick Bell, one of its founders, helped present the tenets of CRT, which allow us to critique race and racism, particularly as they relate to the field of education. This class is fairly introductory, but presents an important framework for anyone going into education who does not already feel confident in understanding white supremacy. My final essay explored through the tenet of Interest Convergence, the ways in which urban spaces and urban schools are positioned as internal colonies and recreate a colonial framework with a contemporary education system.

T008 Power and Pedagogy: Self, Society, and Transformation (Harouni): This course challenges the traditional conception of schools and the roles of teachers, and the professor in this course will embody this conflict. If you are looking for anything you are used to as far as teaching style, it will not happen here. The course explores power and dominance and uses the professor, literally and metaphorically, as a vehicle for dominance. The course operates on the belief the professor cannot teach a student anything. For my final project I looked at the ways in which certain forms of resistance reify the systems they are resisting.

ML:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This class dealt with questions of artistry, such as: "What is an artist compared to a teaching artist?" "Are you an educator, an artist, or both? Why?" "What inspires you to do what you do?"

A608 Leadership, Entrepreneurship & Learning (Higgins): This class was enjoyable for its novel format re: content delivery and instruction. Prof. Higgins is an unbelievably accomplished scholar who teaches using the case method. Over the course of the semester we studied instances of entrepreneurial leadership and the role leaders play in building organizational culture, establishing a learning organization, and building strong relationships. Leadership can be applied in any setting, including the arts.

A019 Ed-Sector Nonprofits (Honan): This class delved deeply into every aspect of education sector nonprofit organizations, from micro-level board governance structures to macro-level collective impact initiatives that allow for major social change. Since many arts organizations operate as non-profits, this class was especially helpful to an aspiring *entrepreneurartist* interested in starting my own organization.

T550 Designing for Learning by Creating (Brennan): This class was amazing in its ability to provide grounded research for project based learning and constructionism, categories under which most educational arts projects fall. For this class, three of my colleagues and I made a podcast documenting the arts and education, which was an unbelievable opportunity to practice the lessons learned in the class over the course of the semester.

Extracurricular: I was the Special Events Chair for the HIVE (Harvard Innovation and Ventures in Education) student organization, which gave me the opportunity to organize events for the entrepreneurially-minded students at HGSE. I was also a student ambassador to prospective students, which offered a wonderful opportunity to reflect with others on the semester as it unfolded.

Winter and Spring 2016

T211P Interdisciplinary Education: Preparing Students for our Contemporary World (Mansilla): This course was tremendously impactful, even though it was only a two-credit module. We learned how to construct appropriate guiding questions for interdisciplinary curricula, as well as the specifics of disciplinary tooling and practice within an ID framework. Definitely recommended for all educators since ID learning is a much more appropriate way to prepare students for the modern world than disciplinary education where disciplines are siloed.

A320 Building a Democratic School: School Design Workshop (Nathan): This was one of my favorite courses of the year, but also the most demanding. The professor, Linda Nathan, is unparalleled in her knowledge and network and is willing to give of herself to her students in a way I had not seen before. Students literally design a school from scratch. Recommended only for those serious about starting a school.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): This course afforded students the opportunity to write, revise, and submit a grant proposal for a project of their choosing. This is a great experience for anyone interested in starting a project involving the arts in education as you leave with a quality grant proposal that you could submit to a real funder if you wish.

S999 Special Reading & Research (Brennan): This was an independent study to continue the podcast, *The Palette*, that I and a fellow AIE colleague began at the start of the year. If you are self-driven, know what you want out of an experience, and are looking for an organic learning opportunity, I highly recommend an independent study.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): This course aimed to equip students with the tools to disrupt and dismantle racism via education. This was the first year this course was offered, so the professor was still working out some kinks, but overall a very powerful and informative source of culturally relevant pedagogy and critical race theory. The final project requires students to construct a transformative curriculum aimed at disrupting and dismantling racism, which is no small feat. This course requires weekly reflections and responses to classmate's reflections as well. There is a personal essay and a final essay as well as an entire unit on dismantling racism through the arts!

AM:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This course allowed me to conduct deeply introspective work. I explored, questioned, and developed my own understanding of my identity, purposes, and values as an artist and educator. I was able to engage in intellectually rigorous coursework and reflective practice, further honing my passion and commitment to work in museum education.

T004 Ethnic Studies and Education (Villarreal): This course was the heartbeat of my semester. This course is a life requirement. This is a course for those committed to dismantling racism and demanding justice in society. #staywoke

T550 Designing for Learning by Creating (Brennan): I got to partner with a friend and colleague in the AIE cohort to launch a project that encourages play, tinkering, and making in museum spaces. We took the fundamental concepts of the course such as constructionism, remixing, bricolage, tinkering, and evocative objects, and applied them to museums to make the galleries more user-friendly.

T010X Fulfilling the Promise Seminar Series (Olajide): This seminar provided the opportunity to follow-up with faculty and guest lecturer Askwith Forums with group discussions. I met with a small group of students once a month to discuss readings, talks, and salient issues pertaining to race, diversity, and equity in education.

Extracurricular: I work at the Harry Elkins Widener Memorial Library as a Stacks Assistant, at the Harvard Art Museums (HAM) as a Graduate Student Teacher, and at the Harvard Museum of Natural History (HMNH) as the Nature Story Time Program Assistant. At the HAM, I teach two groups of students from the local Cambridge Rindge and Latin School; one is a Studio Art Portraiture class and the other is a AP US History class. At the HMNH, I assist the Volunteer Coordinator in running a story time for young museum visitors and their families on weekends.

Winter and Spring 2016

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman): This is a fantastic class for educators of all backgrounds to think and design collaboratively in the context of museum spaces. For my final project, my group and I investigated the relationship between expert and non-expert voices on visitor experiences of artworks.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): For my final project, I wrote a grant proposal for a multi-year process of researching, writing, and publishing a workbook for anti-racist praxis and pedagogy in art museums.

S316 Art, Design, and Learning in Public Spaces (Seidel): This class is so important as it is the only one that deeply investigates the intersections between arts, education, and activism. You will study and interrogate the self in order to become a better artist and educator working for social justice.

T002 Critical Race Theory in Education (Graves and Truong): This course builds incredibly valuable critical literacy on issues of race and inequity in education and society. For my final project, I am applying the CRT lens to analyze an “Orientalism” gallery at the Harvard Art Museums.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): This course begins with the inarguable truths that racism exists and that it is the responsibility of every educator to work to dismantle it. The question is not if but how. This class provides opportunities for building alignment between theories of critical pedagogy and your actual practice as an educator.

KM:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This class was foundational in learning in and through the arts. My papers focused on issues of identity, purposes, values, and inspiration as they relate to arts education.

A107 The Ecology of Education; Culture, Communities, and Change in Schools (Lawrence-Lightfoot): This class addressed a broad range of topics on education from a sociological perspective. My final paper for this class paralleled the identity of the artist with the identity of the educator through the lenses of voice and cultural perceptions.

T550 Designing for Learning by Creating (Brennan): This was a class about constructivist education. My final project collected various individuals' definitions of creativity and I curated a space for these definitions into a hand-made book.

T600 Thinking and Learning Today and Tomorrow; Project Zero Perspectives (Project Zero Team Members): Both of my projects for this class centered on looking at rehearsal spaces (of a music ensemble) as places of thinking and learning.

Extracurricular: I work for the Watertown Children's Theater as a teacher and director. I currently teach two variations of a Movement for Actors class for ages 10-16. I also volunteer with the Wheelock Family Theatre in their Shakespeare for Teenagers winter program. At HGSE I am assisting in the HGSE Theatre Society's production of *Twelve Angry Men*.

Winter and Spring 2016

A111R Elements of Effective Family-School Partnerships (Mapp): In this class we learned about the importance of building strong relationships beyond school walls with student families and community. This course emphasized the existing barriers to building these desired relationships with families and the measurable benefits these relationships have on student learning. This J-term intensive culminated in the creation of a Family- School engagement project that centered on the idea of connection through storytelling and narrative.

T139 Investigating Learning and Teaching Through Close Collaboration of Student and Teacher Work (Blythe): This course dove into the complexity of teaching and learning by emphasizing the importance of sitting with and seeing student work. Protocols, documentation, and collaborative inquiry were tools that we acquired over the semester in order to see what a student or teacher is working on. The class focused on giving students practical tools to be applied to the classroom context in order to understand evaluation and assessment. For my final project a colleague and I examined the type of feedback that is given in ephemeral student work.

S316 Art, Design and Learning in Public (Seidel): In this course we discussed the planning, implantation, and assessment of public art projects and their capacity to create spaces of learning. This course focused on developing an in-depth project proposal for a work of socially engaged art on the Harvard Campus through a studio design model. My final project proposal called for an interactive moving Shakespeare piece that examined a variety of power dynamics to be performed on the Harvard Science Center Plaza.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): This course aimed at providing students with the skills to actively cultivate skills and habits in young people to dismantle racial hierarchies in the classroom and society at large in order to create a more socially just world. This course was focused on shifting navigational tactics to transformational techniques for students of color in a racist society. This course provided students with liberation-based educational concepts, not taught in traditional American schools. For my final project in this class I helped to develop a critical arts-based program for black girls in the Detroit foster care system in order for these girls to unearth, understand, and address the oppressions that they face.

S301 Arts in Education; Policy, Practice and Research (Seidel): This course carried over from the fall S301 course, focusing on the arts and education through the lens policy and research. The majority of this semester was spent crafting and revising an arts education-based grant proposal. For my grant proposal I worked on creating a theatre company model situated within a local high school that provided students with the opportunity for a paid summer leadership position.

Extracurricular Activities: Teaching Artist for Wheelock Family Theatre; The Sound & the Fury of Shakespeare Winter Intensive. Teaching Artist for Watertown Children's Theatre: Page to Stage (Mo Willems) at Brookline Heath School, Theatre Around the World at the Wellington School in Belmont, Movement for Actors at the Arsenal for the Arts. Teaching Artist Watertown Boys and Girls Club: Introduction to Improvisation & Acting Class

PM:

Fall 2015

A-162 The Art and Science of Portraiture (Lawrence-Lightfoot): I studied the social science methodology of portraiture and wrote a 20-page portrait about youth empowerment at ZUMIX, a music organization in East Boston.

A-816 Education in Armed Conflict (Dryden-Peterson): In this class we studied the connections (and disconnects) between education policy and practice in conflict settings. For my final project I created an interactive timeline documenting how the ongoing conflict in Iraq has affected an Iraqi poet's educational trajectory and artistic work.

S-300 The Arts in Education: Learning in and Through the Arts (Seidel): We studied the purposes, values, and qualities of working at the intersection of arts and learning spaces while considering how identity and positionality affects our mindset and work as artists and educators.

T-550 Designing for Learning by Creating (Brennan): We studied and were guided through the theory of constructionism, the idea that people learn through the process of making. For the final project, an AIE classmate and I designed a series of three arts-for-healing makerspaces that explored the balance between structure and agency and the healing power of tinkering with art supplies.

Winter and Spring 2016

T-211P Interdisciplinary Education: Preparing Students for Our Contemporary World (Boix Mansilla & Chua): For my final project in this class, I designed a curricular framework for refugee communities in which students analyze the public cultural identities created for them by the media and create photographic counter narratives in response.

T-006 Adult Development (Kegan): We studied Prof. Kegan's theory of constructive-development, and for my final paper I argued that artists, as they are defined by James Baldwin in *The Creative Process*, are the actors in society who will catalyze a societal shift toward a fifth-order of consciousness.

S-301 The Arts in Education: Research, Policy, Activism, Advocacy, and Practice (Seidel): I developed a proposal for the Arts for All Foundation for the curricular framework that I developed in T-211P.

S-316 Art, Design, and Learning in Public Spaces (Seidel): I co-created The Dreamspace Project, a space for artists, educators, and activists to share inspirations and best practices online, in person, and in print.

S-501 Partnering with Youth in Educational Research and Practice (Brion-Meisels): For my final project in this class, I co-developed a teaching artist handbook for partnering with youth, including a self-assessment rubric and sample protocols for self-mapping and lesson planning.

Extracurricular: I worked part-time as Education Program Associate at Silkroad, volunteered as a mentor to immigrant youth at Cambridge Community Services, taught cello lessons, and tutored Arabic. I also performed Schoenberg's *Verklärte Nacht* and Francaix's *Gargantua* at Jordan Hall with Robert Pinsky and the conductorless chamber orchestra A Far Cry as well as a jazz show (new to me!) with the Imagine Orchestra at Sculler's Jazz Club, and several subway performances with the group Musicians for Social Justice. In the spring semester I led an interactive workshop at the Walnut Hill School for the Arts on the role of artists in the 21st Century, and presented twice in a course on Music for Social Change at Tufts University--once on youth empowerment and once on cultural navigation, and was a visiting teaching artist with From the Top for a weeklong residency at five schools in Miami.

AN:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): As a required/core course, I focused most of my thinking within this class with regards to my background in dance and how this functions within the realm of science.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (Clapp & James): This course was heavily guided by the following throughlines pertinent to PZ perspectives on thinking and learning: What is understanding and how does it develop? What do thinking and learning look like? How and where do thinking and learning thrive? And what is worth learning today and tomorrow? There were two mini-projects over the course of the semester, both of which I developed on the idea of kinesthetic learning, and a final reflection paper.

T550 Designing for Learning by Creating (Brennan): This course focused on constructionism. As such the course focused on investigating the theoretical foundations of learning by creating and exploring how to design learning experiences and technologies that support creating as a central activity. My final project was a wireframe for an app that would allow users to create and share their own dances from pre-written movement “scores.”

MUSIC105R Fundamentals of Improvisation & Composition, Dance (Johnson): This course explored the fundamental skills of improvisation and composition. Using specific physical tasks, tools, and systems taught through intensive exercises, guided improvisations and rigorous real-time composition, we spent the semester investigating and sharing the processes of analytical and intuitive decision making in the dancing body.

T010X Fulfilling the Promise Seminars (LaRocca): As a part of HGSE’s yearlong community-wide focus of Fulfilling the Promise of Diversity, this seminar experience was designed to help students develop skills for promoting racial equity in education and thus expand our equity toolkit. Our final paper for the fall semester consisted of writing/recording a personal/aspirational narrative in response to the questions: Who am I in racial equity work? And who do I want to be in racial equity work?

Extracurricular: During my fall semester, I worked as a Media, Language and Visualization Fellow at the Derek Bok Center for Teaching and Learning where I interviewed students and TF’s at the college regarding the development and work of creative assignments in a variety of classes. I also volunteered at the MIT Museum, and am a Project Team Leader within the newly inducted STEAM with US chapter at HGSE.

Winter and Spring 2016

T211P Interdisciplinary Education: Preparing Students for our Contemporary World (Boix-Mansilla & Chua): This course builds on the premise that to understand the most pressing phenomena of our times, students must learn to bring together disciplinary perspectives

in purposeful, informed, and productive ways. My final project consisted of developing a unit plan for high school students that examined how we might teach about viruses at the macro and micro level using biology, public health, and dance.

A135 Education Entrepreneurship (Honan): Through case studies/discussion and engagement with leading entrepreneurs and funders, this course focuses on the strategic challenges facing education entrepreneurs and practical approaches to addressing those challenges. My final group project comprised of a presentation and paper on considerations and recommendation for educational entrepreneurs choosing vehicles of change and impact.

CHAN-017 SBS509-01 Health Communications in 21st Century (Viswanath): This course was offered at the Harvard T.H. Chan School of Public Health. Its focus was on providing an overview of health communication theory and research in the 21st century with the role of communication in public health examined both as product of everyday interaction with communication platforms including mass media messages, and its planned use to accomplish particular public health goals. For my final paper, I described how mass media could be used collaboratively by public health specialists and media gatekeepers to address mental health in youth.

S301 The Arts in Education Research, Policy, Advocacy, Activism, and Practice (Seidel): In this required/core course, I focused most of my thinking on my background in dance and how this functions within the realm of science and public health.

T560 Universal Design for Learning; Meeting the Challenge of Individual Differences (Daley): This course provided an introduction and overview of the universal design for learning (UDL) approach, in which curricula and learning environment are designed to achieve success for a much wider range of student abilities and disabilities. My final project consisted of designing a UDL dance studio with three rehearsal/lesson plans based on the UDL framework.

Extracurricular: During my spring semester, I continued working as a Media, Literacy, and Visualization Fellow at the Derek Bok Center for Teaching and Learning where I interviewed students, TFs, and experts concerning interdisciplinary frameworks, learning, and work, and how this plays a role within the current Gen Ed program at Harvard College. I continued volunteering at the MIT Museum, and was a Project Team Leader for a Design Challenge hosted at the Harvard Ed Portal on behalf of the STEAM with US chapter at Harvard. I was also the Program Manager for a Sound bites dance/music performance at the MFA

LP:

Fall 2015

A608B Leadership, Entrepreneurship, and Learning (Higgins): This course was not inherently arts-related; however I often focused my personal reflections regarding the course cases in the context of my prior experience founding an arts summer camp. In the final paper for this course, which was a reflective essay on our theory of action in educational entrepreneurship, I chose to discuss a model of leadership based on the Orpheus Chamber Orchestra, and highlighted my leadership experience in both education and the arts.

S121 Art and Understanding (Elgin): This class provided a theoretical and philosophical framework for interpreting how art informs our understanding of the world and how our world view informs our understanding of works of art. My midterm paper evaluated an exhibit at the Sugar Hill Children's Museum of Art and Storytelling through the lens of Nelson Goodman's scholarship. My final paper explored how works of fiction advance understanding through exemplification.

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This whole class was arts-related, of course! I particularly enjoyed exploring our identities as artists and educators, doing arts-related sample lessons, and sharing our inspiration through art with one another.

T550 Designing for Learning by Creating (Brennan): This class was focused on hands-on, creative learning. While the course trajectory focuses a bit more on technology, I discussed the role of arts education and arts integration in my design journal responses to course readings each week. For my final project, I interviewed educators from schools focused on project-based learning about their understanding of the learning process, how to create safe learning environments, and the role of arts education in their schools.

Winter and Spring 2016

S301 Research, Policy, Advocacy, Activism, and Practice (Seidel): This course is all about art, of course. For my final project, I wrote a grant proposal for an ArTech course to be offered at a summer camp in San Jose this summer.

A320 Building a Democratic School (Nathan): I spent all semester in this course designing an arts-integrated, technology-infused, inquiry-based learning K-8 charter school to be located in Boston. I created arts-integrated lesson plans and assessments, designed the physical structure of the school, created a budget, and discussed Board leadership, all with an arts-focused mindset.

T014 Educating to Transform Society (El-Amin): While my final project was not arts-related (it was an Ethnic Studies-integrated Science lesson unit), we discussed the concept of critical and community-based art throughout the course.

S501 Partnering with Youth in Educational Research and Practice (Brion-Meisels): I spent the semester developing a Youth Participatory Action (YPAR) and Critical Arts project for a summer camp in East San Jose, in which high schoolers lead middle school students in a YPAR project culminating in a public art piece.

Extracurricular activities: I taught Zumba twice per week and worked as a Research Assistant for Karen Brennan's book on *constructionism*. I also planned, staffed, and wrote grants to fund my summer camp, East Side Community Arts, in East San Jose this summer.

JR:

Fall 2015

T-550 Designing for Learning by Creating (Brennan): In this course we learned about the theories of constructivism and constructionism, learner agency, and how we can harness the power of making things to open students up to creative exploration, learning, question asking, and investigation based on intrinsic motivation. For my final project I facilitated a collaborative painting project that invited all persons who walked through the doors of Gutman Library to add to a series of paintings. The project evolved over three days and participants were asked to consider a reflective prompt while adding to the paintings.

S-300 The Arts in Education: Learning in and Through the Arts (Seidel): In our program's core seminar, we explored the role of a teacher in art-making spaces, learner empowerment and agency, the way that art making can change lives, the vital need for arts accessibility in our world, and the ways that the arts are more or less open to people based on systems of oppression. In this course, I reflected a lot of my personal identity as an artist and educator, and the inspirations that keep me motivated to do this work. My final project was in the form of a short graphic novel-like story.

A608 Leadership, Entrepreneurship & Learning (Higgins): Monica Higgins' leadership course (which was a case-based course) taught me so much about looking at systemic problems in organizational spaces, brainstorming solutions, or "action plans," and how to really see the multitudes of layers behind issues that affect staff culture, work productivity, trust, motivation, organization, teamwork, and efficiency. For my final project, I had to write a paper on the evolution of my personal theory of entrepreneurial leadership - beliefs I have that shape my understanding of how an organization can be (and stay) healthy, both in terms of efficiency and work culture.

A207A Managing Financial Resources in Non-Profit Organizations (Honan): In this case-based course, we explored all the details of financial management of a non-profit organization - from the nitty gritty details to the 30,000 foot view. We learned about financial statements, building budgets, and we learned how to recognize financial instability in an organization based on their financial documents. The most important part of this class is that we were given the tools to make financial suggestions to organizations that are fumbling, and/or hope to maintain success, and we were also pushed to consider the balance of organizational mission and garnering of financial resources. For our final assignment, we answered short essay questions that tested our knowledge of class materials and the confidence we had built in assessing financial management situations.

Winter and Spring 2016

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman): This course explored different ways to help museum visitors of all ages interact with art objects. We learned about different thinking routines, like Project Zero's "See Think Wonder." For my final project, I

conducted a group research project focusing on how museum viewers interpret a piece of art based on the amount of supplemental texts they receive about piece of art.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): This course explored the uses of critical pedagogies to help students form positive racial/ethnic identity and critical consciousness. We learned about different applied practices, such as place-based education, critical arts, and Youth Participatory Action Research. My final project was a proposal to expand the Boston Arts Commission's *PaintBox* project, a project that currently allows professional artists to paint utility boxes, so that these boxes could also be used by teaching artists and youth in a community to learn about their communities and paint designs that are reflective of their communities' strengths, challenges, and identities.

A122 The Why, What, and How of School, Family, and Community Partnerships (Mapp): This course delved into ways that educators can engage communities and families best to support learners in the classroom and beyond. My final project was a group analysis of an organization called Reach Out and Read, how they effectively support learning, and how they could better fulfill their mission through collective impact.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): Our required arts in education course this semester delved into grant writing, policy, models of educational excellence, and interdisciplinary learning, among other things. For my final project, I developed a grant request to support a program that would send a researcher into different neighborhoods of Boston to interview people with lower SES status and people of color about their relationships with art museums and how those relationships could be strengthened through more relevant exhibitions, supplementary programming and materials, and other ways to make art museums more accessible and welcoming to people from diverse walks of life.

HS:

Fall 2015

H813 Bilingual Learners: Literacy Development and Instruction (Uccelli): This class focused on the complexities and research/theoretical understandings of bilingualism and biliteracy. My collaborative project, an innovative language initiative, was on developing an arts-based heritage language maintenance program for adolescents in Boston. My final paper was on bilingualism and language learning through arts (particularly music).

HT500 Growing Up in a Media World (Blatt): This class focused on media's impact on children and youth, as well as media's impact (positive and negative) and potential in educational avenues. My papers were focused on media's impact on promoting literacy, and my final paper focused on whether the TV series *Fresh Off the Boat* promoted an accurate portrayal of the Asian immigrant/Asian-American experience.

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This class was about learning in and through the arts. All of my papers/assignments were related to thinking about our identity, purpose, and philosophical values in our work in educational arts contexts.

T214 Teaching Mathematics (Litke): This class focused on theoretical/research based pedagogy and practices of teaching mathematics (particularly to secondary students). My final project was a STEAM-like unit plan focused on integrating music and the arts into middle/high school mathematical learning.

T550 Designing for Learning by Creating (Brennan): This class focused on the exploration of constructivist and constructionist design practices in learning. For my final project, I collaboratively created a toolkit that reimagined student exhibitions and looking at students' work (and embedded was my colleague's music composition curriculum that applied the toolkit to his design).

Extracurricular: As part-time jobs, I have been working at the Loeb Music Library, one of the libraries at Harvard University, as well as on a research project on festivals at Project Zero (HGSE). I am also on the leadership team with the Latin America Education Forum, a student organization at HGSE, to prepare for the Latin American Education Conference which will include an arts exhibit as one component of the conference (showcasing K-12 student artwork from children in Latin America). At HGSE, I have attended a number of lectures and other events hosted by the school, specifically Monday Night Remix (by AIE), Brown Bag Lunch (by Project Zero), museum trips/lectures (by AIE), and other guest lecturers for my enrolled courses.

Winter and Spring 2016

A117 Implementing Inclusive Education (Hehir): This class focused on multiple levels of considering inclusive practices within education (personal, classroom, structural/systemic/policy). My final group project involved collaboratively providing

consultation for Boston Arts Academy's analysis and development of their RTI process (specifically around data and the data review committee).

MUSIC 176R Special Topics – Music and Disability (Clark): This class focused on readings and guest speakers at the intersection of music and disability, and it included visits to my assigned community partnership ensemble (the Aphasia Chorus at the Boston University Aphasia Resource Center). My final paper was a project proposal for the development of an inclusive music practices toolkit, as well as the initial stages of developing this toolkit.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): This class focused on learning in and through the arts, with more focus on how we can better be allies in this work (research, policy, advocacy, activism, practice). My final proposal was a collaborative project proposal that requests the support in initiating Harvard's first inclusive arts festival.

S316 Art, Design, and Learning in Public Spaces (Seidel): This class focused on the intersection of art, design, and learning and how to think about learning in public (i.e. outside of traditional learning spaces). My final project was a collaborative project proposal of a reflective learning initiative at the Science Center Plaza that explores the intersection of roots/home, arts, and food.

Extracurricular: I have been working part-time at the Loeb Music Library, one of the libraries at Harvard University. I was also on the leadership team as the arts coordinator for the Latin America Education Forum, a student organization at HGSE (we prepared the curation of an arts exhibit showcasing artwork from students in Latin America). At HGSE, I have attended a number of lectures and other events hosted by the school, specifically Monday Night Remix (by AIE), museum trips/lectures (by AIE), and other guest lecturers for my enrolled courses.

MS:

Fall 2015

S997 Field Experience Program: Reflective Inquiry into Professional Practice (Jacobs): I took this class in correlation with my internship at the Harvard Art Museums. There, I worked as a graduate student teacher with an AP World History class from the neighbouring high school, Cambridge Rindge and Latin School. For the FEP program I wrote seven small reflection papers and one final paper that critically examined my work as a teacher at the art museum.

S300 The Arts in Education: Philosophical Dimensions and Practical Considerations – Part One (Seidel): This class was completely arts related. All my work focused on arts related topics. In particular, this class and the assignments we did provided me with time to deeply reflect on my inspirations and my role as both an educator and an artist.

T550 Designing for Learning by Creating (Brennan): For my semester-long project my partner and I developed and facilitated “the Arts-for-Healing Makerspace.” At each event participants could use art materials to respond to suggestive prompts and produce their own “evocative objects.” The makerspace aimed to provide space for guests to reflect on their emotional well-being through art, exploration, and tinkering.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspective (James and Clapp): My projects and investigations in this class all centred around my core throughline question: *how can space create, inform, and empower creativity?* I conducted two “mini-projects” that examined space and the role physical environments play in learning and, most importantly, creativity. For my first mini-project my partner and I facilitated a space intervention activity and observed the effects of space on reading comprehension and reflective writing. For my second mini-project I visited three innovative learning spaces in Cambridge and Somerville and observed how space was being utilized in these environments to inspire creativity and creative thinking.

Winter and Spring 2016

S501 Partnering with Youth in Educational Research and Practice (Brion-Meisels): This course asked us to consider the importance, benefits, challenges, and tensions of youth partnerships, whether in practice or in research. It was one of my favourite courses this year and I highly recommend it! Classes had us reflecting on readings, theory, and real-life youth partnership projects, always keeping in mind the tensions that make this work so challenging but so vital. Also, the arts were constantly discussed in this course as vehicles for cultural organizing. For my main course project, I partnered with youth at the Harvard Ed Portal to create a video about gentrification.

A027B Managing Financial Resources in Non-Profit Organizations (Honan): This course had no specific arts related content, although Professor Honan does provide a few case studies about arts organizations which we could choose to analyze. For my work in this class, I analyzed

two cases, one focusing on a charter school and another on a college of technology, and then wrote a final take-home exam.

A011B Learning From Practice: Evaluation and Improvement Science (Bocala): This module provided a thorough introduction and overview of program evaluation steps, procedures, questions, methods, and theories. Through our evaluation projects, we were able to put the class content directly into practice. Although the course was not arts-specific, each project group was able to work with a partnering organization of their choice and create an evaluation proposal for that organization. My group and I created a formative evaluation proposal for VSA COOL Schools' Embodying Literacy Program along with a theory of change and logic model.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, & Practice (Seidel): I wrote a grant proposal for a community arts related non-profit called *Collective Arts*. The proposal project was excellent practice and preparation for the real thing.

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman): This J-term course introduced students to the theory of active learning and slow looking, using museums as a primary context. It was an AMAZING course and I think everyone can benefit from taking it whether they plan to work in museum settings or not! For our main projects, students were asked to create a museum intervention, with a small research component, that utilized slow looking and active learning strategies. My group focused our intervention on inclusivity and accessibility in museum spaces by conducting a comparative study of "expert" and "non-expert" audio guides. My group later presented our research at the Student Research Conference.

H810F Children's Literature (Robinson): I audited this course. I was interested in picture book illustration, especially as I had just started working on my own children's book illustrations for an extracurricular project. As an auditor, I read the assigned readings/children's books and participated in class lectures, book groups, and the mock book awards.

Extracurricular: I enrolled in weekly classes at the Harvard Ceramics studio for the full year. I took beginner pottery classes which were great! It provided me with much needed time to decompress and most importantly, allowed me structured time to make art (I now return home with about 30 handmade bowls!). As well, for the entire academic year I interned as a graduate student teacher at the Harvard Art Museums, working with an AP World History class in first semester and an AP US History class and Portraiture class in second semester. In second semester I began working with an HGSE doctoral student as a children's book illustrator, illustrating a book for his children's book project at Our Golden Hour. I'll continue that illustration work throughout the summer. Lastly, I presented my group research project from S-305 with my project partners at the Student Research Conference in March. Beyond this, I attended Monday Night Remixes, Cabaret Night, events during the Harvard Arts First Festival, and other fun things around the city with HGSE people.

ES:

Fall 2015

S300 The Arts In Education: Learning In and Through the Arts (Seidel): This class centered around the thinking behind artistic experiences inside and outside the classroom walls. My papers focused my thoughts about the arts and education and my ever-evolving belief of what I believe my role as an arts educator to be.

A11P Public Narrative: Self, Us, Now (Ganz): The focus of this course was based on the art of storytelling. The idea of how to tell a story that encompasses why you do the work you do, why others should care about that work, and why it matters now. I wrote my narrative on my life as a music educator and finding my passion for the arts and special education.

A112 Critical Issue in Special Education Policy and Practice (Schifter): This course was an in-depth look at the Individuals with Disabilities Education Act, American Disabilities Act and 504 Plan. Largely focused on the policy that drives special education, this course also studied the influence of policy in classroom practices. At the end of course, I devised a policy solution for a program that illegally separated students with disabilities in Georgia.

A608A Leadership, Entrepreneurship, and Learning (Higgins): Devised into three parts, this course focused on the different components through the practice of case studies. I found this course invaluable in terms of learning more about leadership and entrepreneurship and the similarities between the business and education world.

T550 Designing for Learning by Creating (Brennan): For this course, I designed adaptive instruments for students with disabilities. Additionally, I created a toolkit for general classroom teachers on ways to adapt their classrooms to meet the needs of all learners.

Extracurricular Activities: Outside of classes, I spent a lot of time planning for Monday Night REMIX. This is a weekly event on campus, hosted by AIE, which provides a space for the entire HGSE community to come together through the arts. I attended several lectures at the Kennedy school and have taken advantage of events outside the HGSE community.

Winter and Spring 2016

T211P Interdisciplinary Education: Preparing students for our contemporary world (Mansilla): This course, an examination of high-quality interdisciplinary work through the study of lesson plans and student interviews, was focused on how to create relevant coursework for your students. I developed a series of lesson plans for teachers on the relationship of photography and historical moments.

S301 The Arts In Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): Required AIE course. Developed a music and autism curriculum for the Arts For All project proposal.

A117 Implementing Inclusive Education (Hehir): This course explores research and practice in inclusive education, with an emphasis on developing practical strategies to enable students with and without disabilities to receive an effective education in the same classroom. My group collaborated with a local school to analyze current practices and recommend improvements that will allow them to better serve all students.

A111W Policy in Action: School Discipline (Schifter): This course explored the balance between creating safe schools while ensuring all students have the opportunity learn, largely in regards to students of color and students with disabilities. We discussed the disproportionality of suspension rates and the school to prison pipeline. Dr. Schifter is an amazing professor and we engaged in a course-long simulation of a congressional hearing around a bill that proposed to end restraint and seclusion laws in the schools.

Music 176R Music and Disability (Clark): This course explores the landscape of music and disability studies, surveying the variety of spaces in which music and disability interact. We discussed how to deeply engage with the issue of how they can contribute to cause of enabling all people to participate in the cultural life of their communities in tandem with our field placements.

T560 Universal Design for Learning: Meeting the Challenge of Individual Difference (Daley): This course is an exploration of UDL, which aims to “create curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities”. I designed a professional development series for teachers on how to incorporate methods of engagement in the classroom such as providing mastery-feedback, creating self-regulation tools, minimizing distractions, and designing collaboration and communication in lessons.

Extracurricular Activities: Outside of classes, I spent a lot of time planning for Monday Night REMIX. This is a weekly event on campus, hosted by AIE, which provides a space for the entire HGSE community to come together through the arts. I additionally did fieldwork at the Henderson Inclusion school weekly teaching music classes to elementary students. Lastly, I presented my research on disproportionality of minority students in special education at the Student Research Conference.

AS:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): In this course, I spent time deeply considering the intersections between identity, self-reflection, art making, and teaching and learning.

S997 Field Experience: Reflective Inquiry into Professional Practice (Jacobs/Seidel): I completed the first half of my year as a Graduate Student Teacher the Harvard Art Museums for credit. While designing and implementing a museum-based curriculum for an AP World History class at Cambridge Ringe and Latin School, I considered how organizational culture and regular reflective practice informed my understanding of the role and my work.

T550 Designing for Learning by Creating (Brennan): I worked with an AIE classmate to design a subscription kit model and prototypes for art museum “user kits,” designed to break down some common barriers to access through play, tinkering, and activity prompts.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (James/Clapp): I used Project Zero frameworks and thinking routines to document and develop experiences with HGSE classmates at local museums. I considered course throughlines in the context of arts-based experiences, including “what is worth learning today and tomorrow?” and “how and where do thinking and learning thrive?”

Winter and Spring 2016

S305 Active Learning and Slow Looking in Museums and Beyond (Tishman): This course involved numerous museum visits in Cambridge/Boston and time spent thinking about informal learning theories and research. In my final project, I worked with fellow AIE students to examine the impact of an audio guide with non-curatorial/non-“expert” interpretations of a work at the Harvard Art Museums.

A011B Learning from Practice: Evaluation and Improvement Science (Bocala): This course was a very hands-on look at formative evaluation in a variety of organizations. My group project was to develop an evaluation proposal for VSA Massachusetts’ COOL Schools program, which partners with schools to support inclusive learning through the arts.

T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): We examined a wide variety of liberatory and emancipatory pedagogies aimed at equipping students with the skills to not just navigate and resist racism, but actively work against it towards societal change. My group project was an elementary, studio arts

curricular framework and sample lesson plans designed to build critical literacy through critical art making and sharing.

T553 Learning, Teaching, and Technology (Brennan) Each week in this class paired a different buzzword/trend in educational technology with a seminal work by a critical or media theorist. My work for this course was not directly arts related and we completed numerous, smaller projects, but I spent time thinking deeply about the costs and opportunities of implementation of technology in art museum environments.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel) This course again focused on many intersecting facets of practice in the field, including defining quality and reflecting on how we talk about what we do with others. My final Arts for All Foundation grant proposal was for the formation of programs for children and multigenerational groups and families at the Harvard Art Museums.

Extracurriculars: I worked yearlong at both the Harvard Art Museums as a Graduate Student Teacher with Cambridge Rindge and Latin high school students, and at the Museum of Fine Arts, Boston as a Museum Educator for their drop-in community and family programming. I worked as the Gutman Library Gallery manager for the first half of the year, and as an assistant with Special Collections in the spring. I co-organized Gallery Teaching Labs, occasional trips to museums in the area for experimental teaching and learning with fellow HGSE students. I also took a wheel-throwing class through the Office of the Arts.

PS:

Fall 2015

S121 Art and Understanding (Elgin): In this class, we looked very closely at Nelson Goodman's philosophy on how art advances understanding. My first paper was related to museums and second paper related to music and emotion.

S300 The Arts in Education: Learning In and Through the Arts (Seidel): We explored the various spaces, philosophies, and issues around arts learning experiences both in schools and outside school.

T550 Design for Learning by Creating (Brennan): I explored the process of creativity through tracking my compositional process for a song through a blog. From there, I generalised a set of questions to make visible reflective processes in music composition.

T600 Thinking and Learning Today and Tomorrow: Project Zero Perspectives (Clapp, Ross et al): This was a survey course on the research Project Zero was doing. I explored the notion of quality in music learning spaces through qualitative interviews with students at Natick High School and experimented with using documentation as a tool to teach improvisation during piano lessons.

T210M Writing Workshop (Sommers): We read, wrote and gave feedback as a writing community in this class. It culminated in a 1300 word personal creative non-fiction essay.

Winter and Spring 2016

T210M Writing Workshop (Sommers): This was an intensive creative non-fiction writing workshop over winter term. It developed writing technique and storytelling by critical reading and an emphasis on peer feedback. My final piece was about my coming of faith to Christianity and the tension that caused in my family.

H370 Social Development: Applications to Education, Ethics, and Engagement of Youth Through Media (Selman): We explored how we could use media to develop prosocial behaviour in students through the multiple E frameworks of Engagement, Ethics and Education. My final project focused was a semester unit of lesson plans to develop 21 century competencies through collaborative music making, grounded in the genre and stories of *xinyao*.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): In this class, we zoomed into the arts in education in practice and the issues surrounding the multiple stakeholders in the field. My final project was a proposal for a music and youth leadership development programme.

A132 Educational Innovation and Social Entrepreneurship in Comparative Perspective

(Reimers): In this class, we learnt how to set up our own social enterprise through engaging with readings on design thinking, leadership and entrepreneurship. It was a hands-on class in which my final project was a business plan and presentation for a music centre that links up youths and conservatoire students to provide more autonomous and equitable music education in Singapore.

Music 173R Creative Music: Critical Practice Studio (Iyer): This is a part critical jazz history, part workshop class. We focused on the process of creating and improvising music collectively. For my final project I collaborated with a wide range of musicians to create and improvise two pieces of music together.

Extracurriculars: I helped coordinate some of the logistics and administrative matters in Du Bois Orchestra. I also continued in my role as Monitoring and Evaluation Intern with Arts Connect International, in which we eventually did a programmatic overhaul based on the data collected. I also read the *Bible* one-on-one with several individuals, both Christians and non-Christians.

LS:

Fall 2015

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

T550 - Designing for Learning by Creating (Brennan): This class was my foray into designing an arts-based social-emotional learning (SEL) curriculum.

T600 - Thinking and Learning Today: Project Zero Perspectives (James, Ross, Clapp, Krechevsky): I designed and executed two mini-projects that employed Project Zero frameworks within a musical context to examine how after-school teachers and students first establish relationships and community.

FEP - Field Experience Program (O'Donnell): I interned with SECURE, a school-based SEL intervention co-founded by Dr. Stephanie Jones (professor of H306).

J Term

HT123 - Informal Learning for Children (Blatt): My team and I designed an app that gives preschool users the opportunity to cultivate oral language, fine motor skills, comprehension, communication, and imaginative play through songs I wrote, as well as activities, and games.

Spring 2016

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

Independent Study - PZ Artist-in-Residence (Seidel): I examined Artful Thinking within a musical context to develop students' listening skills and their understanding of what kind of classroom community they would like to have and their role within it.

H306 - Beyond Grit: Noncognitive Factors in School Success (Jones): My culminating research paper provides the foundation for an arts-based SEL Kindergarten curriculum.

T014 - Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (El-Amin): I collaborated with AIE peers to create an interdisciplinary arts-based thematic curriculum for 5th grade students that explores Identity, Community, Place, Dreams, and Change through the examination of historical and contemporary artists and art movements that engage these themes.

Extracurricular: I continued my work with SECURE; worked for the Metropolitan Opera Guild as a Choral Teaching Artist with children in Lawrence, Mass.; served as Education Programs Assistant for VSA of Massachusetts; and represented HGSE to prospective applicants as a Student Ambassador.

DW:

Fall 2015

S300 The Arts in Education: Learning in and Through the Arts (Seidel): This class was all about learning in and through the arts. All of my papers/assignments were related to thinking about the arts in educational contexts.

A608 Leadership, Entrepreneurship, and Learning (Higgins): This class was a case-study based course, in which we would read about, debate, and discuss challenges facing professional leaders of a wide range of career fields. The goal was to take away lessons around effective leadership. In our final paper, we had to define our own personal theory (ideas, beliefs, hypotheses) of entrepreneurial leadership.

A816 Education in Armed Conflict (Dryden-Peterson): This class analyzed the practices, policies, and strategies in place to address education in settings of conflict in a wide range of international settings. Our semester-long project centered around documenting the personal narrative of an individual who grew up or was impacted by an educational setting during a time of conflict in their community and then share this story through a medium of our choice (video, spoken word, children's book).

S997 Field Experience (Adviser: Seidel): I completed an internship with the innovative Boston-based conductorless orchestra, A Far Cry. Through my work with them, I helped them to develop their community engagement and educational initiatives including open rehearsals, community partnerships, and free ticket programming to youth organizations. This was highly independently driven work.

T211S Peace Education in Comparative Perspective (Diazgranads-Ferrans): This module (6-week long course) related closely to the Education in Armed Conflict class I was taking, but it centered more around the philosophies and theoretical questions around peace education, violence, peace, and curriculum development in conflict or post-conflict settings. For my final project, I developed a Ted Talk style presentation advocated for the infusion of peace education into music curriculum, using Brazil favela music programs as a case study to draw from.

Winter and Spring 2016

Research abroad in Brazil (Recipient of Grant from David Rockefeller Center for Latin American Studies): Determined to find a way to “study abroad” while at HGSE, I applied for and received a DRCLAS grant which allowed me to spend my J-term in Brazil, conducting qualitative research on organizations in Brazil using music for social change. I conducted 16 interviews in Portuguese over the course of the three weeks spent there, in anticipation of writing a thesis on my research findings.

DIV-3353 Religious Freedom, Toleration and Governance: Comparison between Christianity and Islam (Cesari): I chose this class because of my interest in religious studies and political science, and because I am moving to Palestine after I graduate, so the course was very relevant. It was great to take a class outside of HGSE related to my passions and future career. We had to write a 15-page midterm and final paper for this class.

S301 The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Seidel): While we continued to discuss many of the topics around arts education which we discussed in the fall semester, this semester we focused more on policy, measurement, and evaluation around the arts. Our semester-long project centered on submitting a full grant application for an imagined project we might wish to pursue.

S522 Analyzing Culture: Dialogue, Discourse, and Theme (Haste): This class focused on understanding the basics to qualitative analysis, coding research and interviews, and understanding what is made possible through discourse. We studied multiple types of discourse and dialogue analysis, and most of our assignments were to analyze specific text through these methods.

S999 Special Reading & Research/Independent Study (Seidel): Following the research I completed in Brazil during my J-term, I used my independent study to analyze the interviews I had conducted, delve more into my thesis topic of “peace education through music” and write my thesis which was reviewed by Steve Seidel as well as my fall semester teacher of the course Peace Education. I intend to eventually publish and share my thesis with other music educators in my field.

Extracurriculars: During the spring semester, I joined the Reading Buddies program at HGSE to spend one hour a week at a local elementary school reading with an assigned first grader. It was a wonderful experience! Each week I also taught for four hours at two Boston Public Schools and private piano lessons. (I would highly recommend AIE students to find opportunities to teach, as it allowed me to immediately try and apply what I was learning in my HGSE classes in real life situations.) I also performed with the Boston Philharmonic in their Classroom Concerts series, performed with my Brazilian ensemble *Choro Sincapado* throughout the semester as well with as a musical trio of fellow HGSE students, and served as a board member to a nonprofit serving students in Zimbabwe. At HGSE, I participated and spoke at many workshops/events including the Alumni of Color Conference, Ed Talks, and Social Justice Workshop. I also performed at AIE cohort-related events (notably the cabaret and Monday Night Remix nights) and attended a number of lectures and other events hosted by the school.