

Student Pathways 2013-14 and Extracurricular Activities

In the following pages the 2014 graduates of the HGSE Arts in Education program testify—one by one, in alphabetical but anonymous order—to the required arts-related research and writing they did in five or more of their courses. Each strictly academic “pathway” is followed by a note about any other enterprises in which the respective student may have been engaged during the year—extracurricular activities that enabled him or her to put theory into practice, to make a little money, to exercise artistic skills, or some combination of these. Note that AIE students are required to take only the two specific core courses of the program, both taught by AIE program director Steve Seidel—S300 in the fall and S301 in the spring—and that no two “student pathways,” like no two snowflakes, have ever to our knowledge been exactly alike.



Student: AA

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

We studied the various contexts and ways in which the arts can enhance and support learning; examined the habits of heart and mind arts educators possess; discussed topics of cultural relevance within arts education; explored notions of creativity; and identified learning theories implicit within the arts.

S997 Field Experience: Individual Work (Seidel)

I served as an intern in the Education & Community Initiatives Department at the Boston Ballet, supporting their Adaptive Dance and Citydance programs, learning about program and curriculum development, and doing research on the impact of dance on the physical and social development of students with Down syndrome.

T550 Designing for Learning by Creating (Brennan)

I put the guiding theories covered by the course into practice through the design and development of my final group project, an interactive, musical “Twister” mat using cardboard, aluminum foil, Scratch, and Makey Makey—an exploration of the integration of the body and technology in the creation of learning experiences.

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

I worked with a group to design a professional development workshop on Project Zero “deep thinking” routines for pre-service classroom teachers.

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

In this course we examined strategies for parent/family, school, and community partnership that help improve educational outcomes for students. I focused my mid-term literature review assignment on the topic of youth development through community-based arts organizations.

MLD805 Philanthropy & Public Problem-Solving (Letts & Bildner)

Though studying philanthropy and thinking about non-profits was incredibly informative, there was no arts-related work for this course.

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

My major project consisted of co-writing a proposal for a collaborative arts center in the Bay Area that would work to forge partnerships between local practicing artists, teens, and community members, and to foster community engagement through the arts.

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

We spent some thinking about the arts in reference to protocols for examining student work, but I completed no arts-related work for this course.

Extracurricular: I served as Outreach Coordinator for Movers, Shakers & Other Art Makers (MSA), a student organization focused on creating dance, movement, and art experiences for students at HGSE. Additionally, I assisted AIE '13 alumna Suzie Verdin on the design of a pilot study for the dance program she developed, which teaches dance, yoga and mindfulness to pregnant teens and teen moms at a homeless shelter in Dallas, TX.

Student: MB

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

In this course, I laid my foundations for arts in education in practice. I conducted a portraiture class in the group assignment, and experienced a few strategies in the Arts Learning Labs, including a collaborative comic strip-making lesson during one of the sessions.

A305 Deeper Learning for All: Designing a Twenty-First Century School System (Mehta)

This course provided me an overview of the education sector in the United States from the point of view of practices in classrooms, schools, and districts. I followed Stanford University's Design Thinking process to create a week-long summer intensive for instructional leaders.

T550 Designing for Learning by Creating (Brennan)

In my final project, I created an experience for middle school students to learn through popular media, specifically movies. The aim was to reduce technology-usage inhibition for the teachers and increase student learning and engagement in end-of-the-year remix projects using movies.

H112 Cognitive Neuroscience and Education (Luk)

A part of this course was focused on experiencing music, dance, and art for understanding their neural relations. In this course, I wrote an essay on the effects of dance on brain development and suggested classroom activities that align with neural development.

S305 Active Learning in Museums (Tishman)

This course provided great insights into organizing learning in the museums and creating an engaging experience for visitors, adults and young people alike. During this course I researched writing development with and without following museum thinking routines.

A320 Building a Democratic School (Linda Nathan)

I completed no arts-related work for this course.

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

I was excited to propose an online photography platform that serves to help young people convert their everyday stories into strong narratives using photos and text. I will be pursuing this project sometime in the near future.

BUS1602 Entrepreneurship in Education Reform (John Kim)

I completed no arts-related work for this course.

T210M Writing Workshop (Sommers)

I really enjoyed developing my writing over a period of time and used it as a tool to develop self-expression and use it as an art form going forward.

Extracurricular: I prepared a proposal for the Project Zero Artist in Residence application with an AIE colleague; the process of developing the proposal to its stage of final submission took us through many rounds of reflecting on purpose and outcomes of our project. Additionally, I created a studio wall at an AIE pARTicipARTy for my cohort to experience self-portraits with a backdrop. For the AIE student exhibition in the Gutman Gallery, I contributed four pieces. In the spring, I began working on a start-up centered around a self-directed learning model.

Student: MC

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

Everything in this course was arts-related.

A608 Leadership, Entrepreneurship, and Learning (Higgins)

In my final essay, I drew connections between A608 and my studies on creativity from T140A, to describe entrepreneurial leadership in the arts sector. By synthesizing the case studies with my own experiences, I was able to identify new areas for innovative work in the arts and education.

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

Throughout the course I compared how work in the arts is both similar to and vastly different than work done in the health sector, science, and business. For my final project, I researched good work in curating contemporary art that included interviews with eight professional curators.

T410A Fostering Creativity and Innovation through Education: Applying Theory to Practice (Clapp)

T410A was an incredible opportunity to understand historic and current research on creativity. For my final project in this course, I designed a curriculum that would help the mayor's office to learn deeply about creativity and art in Boston.

T600 Thinking and Learning in the 21st Century: Project Zero Perspective (James & Wilson)

For the final group project for this course, I designed with my classmates a program called “#HARVARDMASK” which used learning experiences with art and art objects to assist college freshmen in considering issues of identity deeply and in a safe space.

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

I used the social entrepreneurship models with arts programming to craft my own sort of cultural entrepreneurship. From this semester, I was able to design Alter Projects, a social hybrid enterprise that is dedicated to innovation with and for the arts.

DES0007 Projection/Installation/Intervention (Wodiczko)

I developed a performance art curriculum designed specifically for student veterans and a short video introducing this concept. Our class discussed art and design every session, focusing specifically on how they affect immigrants, the homeless, veterans, and their families.

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

Within the classroom we spoke and thought deeply about the role of art in education and daily life, as we were also able to perform and experience art right within our classroom space.

T211J Teaching and Learning with Objects (Smiraglia)

While this course enabled us to consider teaching with any object, art or otherwise, I was fortunate to collaborate with my peers on an exciting arts-learning experience that was based in using both the body and piece of contemporary art as objects for learning.

Extracurricular: Over winter break I was excited to use much of what I had learned during the semester to provide testimony at the Boston Arts & Culture Hearing on January 25, 2014, in a two-minute statement and accompanying written testimony, and was even able to present the T410A proposal described above. I have also been developing the concept and business plan for *Alter*, an organization that is dedicated to identifying unique teaching and learning experiences with and for contemporary art and artists. In the spring, I had a Project Zero Artist Residency with two colleagues, where I worked with high school artists at Urbano.

Student: LD

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

In this course, I rethought definitions of “artist” and “educator,” considered what makes a collaborative learning environment, and wrote my final research project on Nina Simon, museum educator/activist.

A117A Implementing Inclusive Education (Hehir)

While the course was not specifically arts-focused, we discussed how the arts help to implement UDL (how it can benefit children with and without disabilities), and I observed arts classes at the Henderson Inclusion Elementary School.

S997 Field Experience: Individual Work (Seidel)

I interned at the VSA, the state organization on disability and the arts. Projects included writing grants for education programs, hanging gallery exhibitions, and writing audio-descriptions for visually-impaired visitors.

T550 Designing for Learning by Creating (Brennan)

In this course, we explored constructionism and other educational theories that promote *making*. My final project involved installing a group show of student work, and implementation of complementary museum education experiences.

S305 Active Learning in Museums (Tishman)

This was a wonderful J-term class, in which we spent the first week exploring museum engagement and gallery activities. I, with two AIE peers, conducted research examining the role of technology and the facilitator in distance museum learning experiences.

S997 Field Experience: Individual Work (Seidel)

My internship this semester was at the deCordova Sculpture Park and Museum, as well as its preschool partner, Lincoln Nursery School. I assisted preschool classes, worked on initiatives for museum accessibility, and examined overlap between Reggio Emilia and UDL.

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

My final group project involved researching rural libraries. We argued to the “Arts for All Foundation” that libraries are inherently arts institutions, and that they offer a wonderful community-building platform for potential artmakers of rural areas to assemble and create.

T211J Teaching and Learning with Objects (Smiraglia)

Our final project consisted of teaching a lesson at the Museum of Fine Arts in which we explored a piece of artwork through physically embodying the work. We incorporated mindful and bodily exercises into our lesson, teaching with two objects: the art object, and the human body.

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

I now understand that the arts are inherently UDL, as they are alternate languages through which students can learn. Our final project included the invention of an inclusive pan-arts summer camp (basically all my favorite things rolled into one).

Extracurricular: I volunteered for the Gallery Teaching Program at the Harvard Art Museums, developing curricula for K-12 self-guided visits, and worked as a Gallery Facilitator at MIT List Visual Arts Center. I also taught an intro to art history lesson at Cambridge Rindge & Latin, and assisted a comic book drawing workshop at JFK Museum & Library. When time permits, I have taken occasional substitute shifts at the Perkins School for the Blind, including assisting with the

student radio program. Additionally, I've also attended a few AIE for ALL workshops and great performances/exhibitions around the Boston area.

Student: CF

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

In addition to the coursework, I conducted a learning lab lesson for the cohort on writing poetry.

H382 The Challenges Kids Face: Developmental, Cultural, and Contextual Perspectives on Risk and Resilience (Lem)

There was no arts-related work for this class.

HT500 Growing Up in a Media World (Blatt)

In this course, I wrote a paper about using advertisements to teach values and gave a presentation on a Singaporean production entitled *The Mr. Brown Show*.

T550 Designing for Learning by Creating (Brennan)

For my final project, I designed a poetry kit to make poetry writing accessible to everyone through the use of various tools (e.g. physical materials, words associated with emotions, images) to write meaningful poetry of all forms. I tested out the kit with several HGSE students, Professor Karen Brennan, and AIE program coordinator Scott Ruescher.

S305 Active Learning in Museums (Tishman)

I did a research project with my group on thinking routines used to analyze museum objects.

S997 Field Experience: Individual Work (Seidel)

I served as the Communications Intern with the non-profit organization, Very Special Arts.

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

I submitted a proposal to the “Arts For All” Foundation for an initiative entitled “Collaborative Spaces,” designed for youth artists to looking for collaborative opportunities in Singapore.

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

I wrote a business plan to support the creation of a non-profit venture in Singapore; the organization, targeted for youth, focused on artist development.

FLE0004 The Arts of Communication (Mankad, Tufts University)

I studied speech-writing and also participated in a simulated media interview as an interviewer and as an interviewee.

T210M Writing Workshops (Sommers)

I wrote creative non-fiction pieces every week, and these pieces were ‘workshopped’ by my writing circle and peers in the class.

Extracurricular: I taught two poetry writing classes as part of the Books for Hope initiative in conjunction with the Boston Public Libraries during National Poetry Month in April.

At the AIE Exhibition in the Gutman Gallery, I contributed a former student’s work that I helped to assemble. I also attended an extracurricular singing course (through the Office of the Arts), participated in AIE for ALL’s Acrobalance workshop led by a classmate, and took an introductory class in flamenco dancing organized by the Movers & Shakers Organization.

Student: AF

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

In S300, I engaged in deep reflection, exploring my identity as an arts educator and working to unpack what it means to learn in and through the arts. In addition, I worked with two classmates to research the Venezuelan music education system and social movement known as *El Sistema*.

A&S-72614 Music 187rs-Chamber Music Performance (Cortese)

I participated as a cellist in a piano quintet. Throughout the semester, my group learned and ultimately performed Schumann's *Piano Quintet in E-flat Major, Op. 44*.

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

There was no arts-related work for this course.

T410A Fostering Creativity and Innovation through Education: Applying Theory to Practice (Clapp)

By studying the evolution of creativity theory, I learned to articulate my own definition of creativity and/or innovation over the course of this class. Using this definition, I developed a curriculum to foster creativity for ninth graders in a public high school.

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

In this class, I explored several Project Zero frameworks and investigated the role that the arts can play in learning. I also worked with a group to investigate how a high school teacher at the incorporated PZ frameworks into her AP English classroom.

T210X Foundations of Urban Education (Levinson)

S997 Field Experience: Individual Work (Seidel)

I interned at the Boston Public Schools Visual and Performing Arts Department. I helped draft the district-wide arts curriculum maps for the BPS Arts Expansion Initiative, conducted research on best practices, shadowed the manager, and assisted with city-wide events.

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

Along with two other classmates, I wrote and presented a grant proposal for a program that uses the arts to promote dialogue among students with diverse backgrounds.

A&S72614 Chamber Music Performance (Park)

In this class, I learned and performed the complete Beethoven "*Ghost*" Trio. My group and I met once or twice a week to rehearse and we received weekly coachings from music faculty.

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

T211J Teaching and Learning with Objects (Smiraglia)

For my final project in this class, I worked with a group to design and pilot a learning experience incorporating objects in order to encourage inquiry and interdisciplinary learning. Our experience tied together themes in visual art (portraiture), literature, and sociology.

Extracurricular: I worked as an assistant at Arts @ 29 Garden, an undergraduate curricular art space that strives to encourage the integration of the arts into academic classes by providing a space for performances, exhibitions, workshops, and other forms of collaboration. I also performed Schumann's *Piano Quintet in E-flat Major* and Beethoven's *Ghost Trio*, and was assistant principal cellist for the Dudley House Orchestra. More unofficially, I collaborated with several members of the AIE cohort to prepare performances for our cabarets, and learned many fiddle tunes in the process.

Student: JG

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

The work I feel particularly connected to in this class was centered on teaching in an engaging, arts-integrated way and presenting the arts sector to the larger community.

A117A Implementing Inclusive Education (Hehir)

I'm very interested in how the arts, which by nature provide multiple points of access to students who learn differently, can be used as a tool in inclusive or special education classrooms. Some work in the course allowed me to contribute arts-based solutions to problems of practice.

HKS-0021 MLD-801 Strategic Management of Nonprofit and Nongovernmental Organizations (Laidler-Kylander)

I worked with Camden Repertory Theater, providing strategic consulting about the organization's mission, marketing mix, and performance metrics.

T550 Designing for Learning by Creating (Brennan)

For my final project, I created a piece of art—it feels like it's been so long since I've *made* something!—comprised of photographs I've taken of other people and self portraits I've drawn.

H-156 Research Schools (Hinton)

For Research Schools (a yearlong course), I was partnered with a school to conduct research to help improve the teaching and learning. I worked on the literature review for my school's research and advised on how we could integrate the arts for their proposed intervention.

HT123 Informal Learning for Children (Blatt)

The final product that my group pitched in this class was a mobile app that used art and creative expression to help youth develop global competency.

A011K 21st Century Learning Systems Design Workshops (Reville)

I worked in a group focused on out-of-school learning, and presented on a design for 21st century learning systems that would improve access to quality enrichment (i.e. arts) programming in public schools.

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

I co-created a professional development framework for teachers that uses theatre training to equip teachers with necessary classroom management skills to be successful in their classrooms.

HKS0049 Performance Leadership: Producing Results in Public and Nonprofit Agencies (Behn)

There was no arts-related work for this course.

T131 Teachers, Leadership, and Power: School Reform from the Classroom (Boles)

Though this didn't explicitly address the arts, I found the course material deeply relevant to my thinking about The Teaching Arts, and Kitty Boles was kind enough to serve as a mentor to the project throughout the semester.

Extracurricular: I worked as a research assistant with Steve Seidel and as an intern in the Education Department at the American Repertory Theatre. Importantly, I also originated the role of Steve Seidel in a puppet show on an AIE Cabaret!

Student: AG

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

This course has taught me to consider all of the questions in and around multidisciplinary arts learning, in addition to exposing me to arts learning labs, new learning styles, and a careful consideration of what it means to teach in the arts.

A608 Leadership, Entrepreneurship, and Learning (Higgins)

While this course isn't directly arts-related, it's been an incredible journey in exploring leadership roles and how we chart a course for change. Examining our theories and levers for change gives me a stronger idea of how to enact arts learning.

H810G Adolescent Literature (Adams)

This IS my art! This class has been amazing about broadening my spectrum within the YA lit field, which is, of course, my chosen artistic pursuit.

HT500 Growing Up in a Media World (Blatt)

This is multidisciplinary in a totally different sense. It's all about media--the effects, use and business therein--and a huge part of it is the reinterpretation of art as entertainment. I got to understand arts--movies, TV, music, books--as something that is almost compulsive to kids and teens.

S121 Art and Understanding (Elgin)

This class has really taught me how to argue for the arts. The idea that arts are an end unto themselves--that they can be taught and not just struck into you like a lightning bolt--these have been essential themes of this class.

S305 Active Learning in Museums (Tishman)

We looked at education models in museums and then designed related research—ES and I did a project on narrative as a component in museums.

H310Z Educating for Democracy through Facing History and Ourselves (Barr)

I wrote my final paper for this class about using their curricular model for a creative writing class, maintaining the emphasis on emotional engagement and choosing to participate.

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

This had nothing to do with the arts or education—I just took it as a bonus. JUST KIDDING. The grant proposal in particular really developed real world skills for running an arts organization

T553 Teacher Learning and Technology (Brennan)

This class was pretty stunning to me because it made me realize technology can often be just as misunderstood as the arts, but people WANT to engage with it more than the arts. It gave me a lot more questions than answers, but in a good way.

Extracurricular: I have been an intern at the ART, working on their Robin Hood play (and education/outreach surrounding it). Additionally, I have been working as a programming director for Boston GLOW; this fall has mainly focused on our SPARKS! workshop series and the IGNITE Change Leadership Contest, closing Dec 20th, for teen girls in Boston, Somerville and Cambridge. I spoke at TEDxHGSE, presented at a conference, went on an author tour, and signed lots of books. And, during all of this, I debuted my second novel, and finished writing and started editing my third contracted novel!

Student: MG

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

I explored my own identity as an artist and educator, analyzed the implicit theories driving the work in the arts in education sector, created an online resource page about The Missoula Children's Theatre, and identified the habits of heart and mind evident in arts learning.

A&S-89458 Dramatic Arts 169x-Emerging Musical Theater (Alvarez)

In this course, we each wrote and performed an original song every week for full-class critique sessions. My final project was the first 8 minutes of a musical for children called Stone Soup: Making Something Out of Nothing.

T405 Social Dimensions of Teaching and Learning (Gehlbach)

My work focused on exploring the potential for acting exercises based on Stanislavski's System to enhance social perspective taking, a critical component of empathy. To this end, I designed a drama-based professional development workshop and wrote a research proposal for it.

T550 Designing for Learning by Creating (Brennan)

In T550, I designed a physical structure called the Creative Voice [Box] which empowers educators to share their personal education narratives through various artistic media. It will be used in a professional development workshop for teachers this summer.

A320 Building a Democratic School (Nathan)

I designed The Applied Children's Theatre, an alternative middle school for students whose intellectual, social-emotional, and creative needs are not being fulfilled by their current school settings. The project-based, interdisciplinary curriculum centers on the theatrical process.

S999 Special Reading or Research (Seidel)

As Artists in Residence at Project Zero, AIE classmate LY and I created and performed a multiform experimental theatre/movement duet based in Dr. Seidel's research, *Talking with Artists who Teach*. The process was an exploration of identity and of arts practice as research.

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

AIE classmate JG and I developed a grant proposal for a theatre-based professional development framework for early teachers. The framework is modeled after rigorous conservatory training to develop metacognitive skills and presence that can better prepare teachers for the classroom.

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

Using the Collaborative Assessment Protocol, a colleague and I conducted a research study aiming to discern the observable differences between the ways in which self-identified artists and self-identified non-artist educators examine student work.

Extracurricular: With two AIE classmates, I started a student organization called AIE for ALL (Arts in Education for Arts Learning Lab) to provide monthly arts workshops for the larger Harvard community. I also interned in the American Repertory theater education department, served as a children's acting coach for *The Weaver of Raveloe* at OBERON, facilitated public speaking and body language workshops at MIT, worked as a research assistant for Dr. Hunter Gehlbach, and completed an artist's residency with Project Zero. For my own development, I also took a non-credit *Skills for Singing* class through FAS to build my vocal technique.

Student: EG

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

I explored some of the implicit learning theories embedded in arts learning experiences and led a 30-minute "Learning Lab" on engaging with contemporary classical music. I also investigated El Sistema philosophy for the creation of an online resource database for arts educators.

A&S-1550 Music 121a-Choral Conducting (Clark)

I programmed a hypothetical 25-minute choral concert dedicated to actively involving audience members and educating experientially and wrote about the educational effectiveness of three choirs' rehearsals. After leading a rehearsal, I received feedback from peers and Dr. Clark.

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

I wrote a research paper based on personal interviews with ten composers in order to identify the greatest obstacles to excellence in the field of classical music composition and to consider how academia might evolve and adapt in order to better encourage excellent work.

T550 Designing for Learning by Creating (Brennan)

I developed an abstract and design plan for an educational app which would introduce children to music theory in constructionist ways. I also created a website and promotional video, dedicated to improving the musical awareness of listeners through creative and interactive experiences.

S121 Art and Understanding (Elgin)

For my final paper, I looked at how arts advance cognitive understanding and proposed "symptoms of the educational" which could operate as an alternative to uni-dimensional measurements of academic success like standardized testing.

HT123 Informal Learning for Children (Blatt)

For my group's digitally-based learning platform, I wrote and recorded a theme song.

A&S41958 American Musical Theater (Oja)

Under the mentorship of Jason Robert Brown, I composed a collaborative musical theater piece for presentation at a culminating showcase.

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

I created a grant proposal for an arts program (music/movement/theater) for orphaned teens in St. Petersburg, Russia, which would draw on principles of music therapy and Eurhythmics to foster mind/body integration and combat the symptoms of FAS-related disorders.

A&S74812 Reading Anna Karenina (Weir)

I engaged deeply and creatively in a small group with *Anna Karenina* in its original Russian.

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

I designed an inclusive and innovative multi-arts day camp for children.

Extracurricular: I worked as an Educational Outreach Intern with the American Repertory Theatre. In addition to continuing my work as a private piano/voice instructor, I also sang with the Harvard Memorial Church University Choir and conducted the Longfellow Park 1st Ward Church Choir. For AIE'S Continuing the Conversation Conference in October, I led a 90-minute workshop about classical music engagement. In December, I traveled to Russia to work with a youth organization in St. Petersburg and discuss possible collaborations. In the spring, I took a

ballet class through Harvard and was a semi-finalist in the BRIDGE Competition with a group of classmates. As a composer, I oversaw the production of and premiered my original musical at the American Repertory Theatre's second stage, Oberon.

Student: CG

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

My final project for this course consisted of co-creating a wiki about Visual Thinking Strategies.

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

In addition to studying the GoodWork Project at Project Zero, I completed a research study that explored the experiences of museum educators and their classification as an aspiring profession.

S997 Field Experience: Individual Work (Seidel)

I interned at the Isabella Stewart Gardner Museum as a School Partnership Intern. In my work as an intern, I supported staff with the launch of the SPP for the academic year and helped facilitate museum and classroom lessons.

T525 Realizing the Potential of Online Professional Development (Treacy)

For this course, I learned about different elements of online professional development opportunities for teachers. I also completed a project where I evaluated a current OPD offering, critiqued its content and design, and developed my own virtual field trip to the Gardner Museum.

S305 Active Learning in Museums (Tishman)

For this course I spent two weeks in museums, thinking about active learning in the museum context. Additionally, I worked in a small group to do pilot research on how the curator's presence or absence plays a role in how the visitor experiences the gallery.

H810F Children's Literature (Robinson)

I studied exemplary children's literature, focusing closely on the contributions of the art and illustrations to the success of a book as a whole. Additionally, I created an annotated bibliography that teachers could use to prepare students for a museum visit or for arts integration.

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

The major project for this course was creating a grant proposal on a topic of our choice. I worked with a partner to come up with a community arts organization in the Bay Area.

T211J Teaching and Learning with Objects (Smiraglia)

Over the course, I studied spaces and ways to utilize objects in teaching. In a group project, I created a teacher workshop at the Gardner Museum, focusing on creating museum resources for open-ended inquiry based discussions that ask students to think critically about objects.

T523 Formative Evaluation for Educational Product Development (Reich)

This course was centered around evaluation at the Museum of Science, Boston. My work in the course was a formative evaluation of the Children's Gallery at the Museum. This evaluation was disseminated to the staff and stakeholders and will be used to inform the gallery's functions.

Extracurricular: Outside of class, I was the School Partnership Intern at the Isabella Stewart Gardner Museum, working on a virtual field trip for the institution. In the fall, I worked as a research assistant at Project Zero for the Agency by Design Project. In the spring I presented at the Student Research Conference, was a seminarian at the Innovative Curatorial Practice Seminar, and was an organizer for TEDxHGSE.

Student: NG

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

I completed my final project on Gloria Anzaldúa, a Xicana feminist writer from the South Texas/Mexican border who calls for a new paradigm of thinking beyond binaries, through a process of self-reflection, *conocimiento*, and the simultaneous occupation of multiple spaces— a perspective crucial in directing our approach to arts in education, and to providing more equitable, inclusive spaces for *cultural production*.

A111P Public Narrative: Self, Us, Now (Ganz) A111Q Public Narrative: Conflict, Continuity, Change (Ganz)

I wrote a narrative about my experience in higher education as a low income Mexican student finding a sense of place and understanding through my own arts production and ethnic studies.

DIV-3158 Moctezuma's Mexico: Then and Now (2012)! (Fash & Carrasco)

As a young Xicana artist, I was able to explore the history of Mesoamerican civilization, European colonization, and 500 years of resistance and the continuation of Mesoamerican beliefs and ways of being today in Mexico and in the United States. This class has inspired further study and investigation on these subjects, and has informed and inspired my artwork.

T002 Critical Race Theory in Education (Graves & Truong)

For my final paper, I used the Critical Race Theory as a framework to counter deficit thinking in Mexican American/Chicano/a youth. Through this paper, I posed ways in which *rasquachismo*, as a counter artistic narrative, can provide multiple and diverse ways of supporting, celebrating, and understanding Chicana/o youth, within the context of high school public education.

HT123 Informal Learning for Children (Joe Blatt)

Our group proposed Tag Act, a digital intervention that encourages young people to express civic concerns visually and artistically and position themselves as agents of social change.

A&S 90682 Latina/o's Remaking America: Immigration, Culture and Language (Carrasco)

The teachings and knowledge of this course have influenced my personal growth and consciousness, which has translated to my work. As part of my final, I created a poster advocating for Latina/o Studies at Harvard.

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

Our group designed a community-based multidisciplinary arts program that would provide facilitate access to the time and space to explore and exchange arts-related skills, talents, and resources for local community members affected by gangs in Utah.

S997 Field Experience: Individual Work (Seidel)

I worked on *De/Construct*, a collaborative art project composed of counter-responses to the Eurocentric narratives and constructs on which public high school history textbooks in the United States are based.

Extracurricular: Throughout the year, I contributed artwork to the HKS *Journal of Hispanic Policy*, the “No Eastie Casino” campaign in East Boston, a mural at the Harvard Divinity School, a live performance of *Dr. Loco* at the Harvard Divinity School, and the annual AIE Exhibition in Gutman. I completed a Project Zero Artist Residency where I created a collaborative project entitled *De/Construct*, which was presented at Gutman. Additionally, a trip to the Maryland Institute College of Art allowed me to present my work and experiences as a Fulbright in Mexico.

Student: AH

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

In a group project, I researched movements to nationalize, standardize, and assess arts education in America. I was also able to do reflective work on my practice of media production education by implementing some youth media lesson plans I was familiar with for classmates.

MIT-0009 CMS.860 Introduction to Civic Media (Costanza-Chock)

I conducted a qualitative study interviewing several staff members of youth media organizations in the area about their practices with teaching and administering media arts classes and if they found online collaboration with colleagues and curricular resources to be helpful.

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

I worked in a group to design and propose a networking site to allow students and teachers to document student multimedia work and find exemplars for multimedia assignments.

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

I spent time reflecting on the utility and futility of research for arts education and arts education advocacy. For our culminating project, the Arts for All grant proposal, I proposed a film appreciation program for the Chinese school in Boston Chinatown.

HT123 Informal Learning for Children (Blatt)

With a group, I worked on a grant proposal and pitch for “Media Mobile,” a bus housing facilities and equipment for a youth media program. We drew from research as well as formative assessment interviewing middle school-ers about their media usage and their interests.

A108 Strategies and Policies for Narrowing Racial Achievement Gaps (Ferguson)

There was no arts-related work for this course.

T407 Learning and Teaching Through Curriculum (Star)

There was no arts-related worked for this course.

H804 Writing Development (Faller)

Though this course was not arts-related, I did research on teaching English composition to Chinese student populations and, from that research, was compelled to produce a practitioner’s tips sheet for assigning the “literacy narrative” to Chinese students as a way to promote reflective thinking on one’s writing process and develop one’s critical literacy.

Extracurricular: In the fall of 2013 and spring of 2014, I was involved with a Harvard undergraduate organization called Youth in Focus. I designed and facilitated training sessions on youth media instruction for the members and helped to schedule and start their after-school video production program in the spring at Somerville Community Access Television. In addition, I audited a class on Chinese film taught by Professor Jie Li and participated in a symposium that was a retrospective of Ang Lee’s work as a lens for discussing transnationalism. I also volunteered at Tutors for All, tutoring SAT and Accuplacer math prep for students at an MGH summer internship. Finally, I spent some time shadowing a family friend, who is a Chinese language teacher at St. John’s Prep in Danvers, Massachusetts, to learn about the private school teaching environment.

Student: JH

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

This class has challenged and illuminated me in unexpected ways. The content has been a foundation of views and practices that proves universally true for my other classes. These readings have shaped my thinking altogether.

A021 Leadership in Social-Change Organizations (Mapp)

This class looked at leadership first on a very personal level and then in a larger, organizational sense. Working with three classmates to discuss Codman Academy, an expeditionary learning school in Dorchester, Massachusetts, was a highlight of the course.

S121 Art and Understanding (Elgin)

We viewed art in light of Elgin and Nelson Goodman's contributions to the field of art philosophy.

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

I worked with another student to "critically explore" acting through monologue delivery.

HT123 Informal Learning for Children (Blatt)

My group designed an app that would help young people develop skills in global competency. The app was focused on arts creation and collaboration (visual, music, photography) that would be shared with other youth around the world. We created visual materials and designed a pitch.

A320 Building a Democratic School (Nathan)

For this class, I designed the *Artistic Leadership School of Jacksonville*, a project-based service-learning program in the arts. I developed a design for 8th-12th graders to live in a residential charter school and develop artistic skills that would form the basis for their academic studies.

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

I co-created a program for high-school students to form a theater ensemble that performs for leads workshops with middle-school students.

S999 Special Reading or Research (Schneier)

This independent study is an extension of the T-440. I worked in sessions with actors or students to understand my question, *How do I help learners become more available to themselves as they perform?* I worked in play rehearsals, an acting class, and various workshops.

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

We created a learning community with norms that supported our use of protocols together to look at student work. The "art" was in the social-emotional expression of forming a community.

T210M Writing Workshop (Sommers)

I wrote creative nonfiction.

Extracurricular: At Project Zero, I interned with the "World in Portland" project, reviewing literature, synthesizing information, conducting interviews, and writing a paper on my findings. I also co-founded AIE for ALL with MG and LW on behalf of our Arts in Education cohort. Through, AIE for ALL, I lead an acting workshop and lead a station at the Harvard ArtsFirst Festival. I served as the Acting Coach for EG's original musical, was a teaching artist at Cambridge Rindge & Latin and Lyseth Elementary. I have also become involved with Continuing the Conversation, working with AIE alumni to plan the next CTC conference.

Student: TK

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

I explored the importance and the scope of arts education explicitly. I was exposed to different mediums and forums of arts education experiences and I got to think deeply about learning and teaching in arts education.

A019 Education Sector Nonprofits (Honan)

I am interested in working in music education non-profit organizations after I complete my time at Harvard, so A019 provided a good overview of what needs to be considered when one is planning to work with or in a non-profit.

S121 Art and Understanding (Elgin)

I think anyone wanting to become an arts education advocate should definitely take S121. I got to think of the arts from a different perspective and was exposed to art forms other than music.

A608 Leadership, Entrepreneurship, and Learning (Higgins)

We explored in great detail what constitutes good leadership, teamwork, entrepreneurial leadership, and organizational learning. The final assignment for the class was a reflective paper about my evolving theory of leadership, which surrounded an epiphany relating to my own music-making through orchestras, the necessity for active listening, and my beliefs on the importance of arts education.

HT123 Informal Learning for Children (Blatt)

During the development process of our final informal learning experience we talked extensively about performing arts experiences as forums for informal learning. Our final experience was a board game designed to foster global awareness amongst children.

A027B Managing Financial Resources in Nonprofit Organizations (Honan)

Although it did not focus on the arts, we did discuss financial issues specific to artistic organizations, but mostly, financial questions geared to education sector organizations.

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

I worked in a group with three other students to design a program that aims at using the power of the arts in mediation and promoting dialogue between people and communities.

S997 Field Experience: Individual Work (Seidel)

As an education intern at the Silk Road Project, I worked closely with the education specialist on several of the organization's arts education initiatives, but more specifically on the organization's upcoming *Arts and Passion-Driven Learning* summer institute. As part of my work with the Silk Road, I interacted very closely with different staff members and members of the Silk Road Ensemble in contexts where we explored arts education.

Extracurricular: I attended several musical concerts both in Boston and NYC. I also visited museums and exhibitions, played chamber music with fellow HGSE classmates, and made music with my roommates!

Student: HK

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

I applied theory to practice through designing and teaching a lesson on fan culture as a method of learning, investigating prominent arts educators (and making the case for educators like Howard Zinn as artists), and reflecting on my own practice as an arts educator.

HT500 Growing Up in a Media World (Blatt)

I investigated learning through the media: films, television, social media, and video games. My own experience with these media has allowed me to enter a space of exploratory learning in the same way that I did in the arts, so I've always viewed them as art forms in their own right.

H810G Adolescent Literature (Adams)

I reflected on my reading experiences and designed an annotated bibliography on young adult novels that deal with body image. I also collaborated with several colleagues on designing a mini-curriculum around banned books.

S121 Art and Understanding (Elgin)

In this class, we dealt with learning through art and focused (primarily) on Nelson Goodman's writings. Goodman and Professor Elgin argued that encountering and understanding art is the result of a symbol system, similar to learning a language.

T550 Designing for Learning by Creating (Brennan)

T-550 is grounded in the constructionist approach to learning, or: learning through the process of making! While learning through new technologies and research was key to the class, there was plenty of room and application to focus on arts as a constructionist learning method as well.

HT123 Informal Learning for Children (Blatt)

With a team, I developed a social media initiative called Youth CAN which partnered arts and civic awareness organizations around the world together for teenagers to create art and foster global competency! This followed the Sesame Workshop model of informal learning products.

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

For my final research project, I conducted interviews and ran protocols to examine the relationship that auditions have upon performing arts learning experiences.

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

This course has applied the habits of heart and mind that we developed last semester as arts educators to more deeply think about arts integration, arts policy, and arts advocacy.

T543 Applying Cognitive Science to Learning and Teaching (Grotzer)

Students in my curriculum project analyze storytelling through literature and social media using *Pride and Prejudice* and its YouTube adaptation, *The Lizzie Bennett Diaries*.

Extracurricular: I've begun maintaining a *tumblr* blog, called [*of the day*], which curates content based on education, the arts, wellness, and entertainment for teens. This originally began as my project for T-550, but it's taken on a life of its own and has shaped my learning practices and thoughts in its own right! I also began writing poetry (thanks to CF!) and sang informally with AIE friends as a musical outlet.

Student: IM

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

Throughout this course, I've been interested in the intersections between critical pedagogy and education "in and through the arts." How can the arts foster dialogical learning environments that challenge the dichotomy of teacher and learner?

A021 Leadership in Social-Change Organizations (Mapp)

In my mid-term case paper that analyzed my leadership approach and style, I looked at my past work in arts education non-profits. For the final paper, my group looked at the organizational theory of change behind the Center for Arts Education at the Boston Arts Academy.

S005 Introduction to Educational Research (Tivnan)

For my final project, I researched examples of program assessment tools and surveys for students participating in out-of-school art programs. Through this, I now have a foundation for creating a survey for participants at Destiny Arts Center that seeks to capture impact in the areas of career, leadership, civic engagement, and personal integrity.

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

Project Zero research has historically focused on the arts and cognition. I co-taught a workshop on *Visible Thinking* routines for pre-service teachers utilizing documentation techniques from *Making Learning Visible*.

S305 Active Learning in Museums (Tishman)

I collaborated with fellow AIE cohort members to create a learning intervention that explored how the act of personification and play affected people's experience of works of art at the Museum of Fine Arts in Boston through the activity ART DATE.

A320 Building a Democratic School (Nathan)

I designed a middle school that followed a camp or cohort model structure. This "learning center" integrated the arts throughout the day in 90min blocks of STEAM and Social Literacy, as well as offered choice classes taught by students, staff, and community members.

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

My final project for the course gave recommendations for teaching artist professional development opportunities that are asset-based and looked at developing partnerships and learning communities to affect systemic change in local education systems.

T543 Applying Cognitive Science to Learning and Teaching (Grotzer)

Using principles from T543, I designed a 10 week, 33-hour curriculum for the Integrated Learning Specialist Program at the Alameda County Office of Education.

Extracurricular: I served on the Grant Review Committee for the two phases of the Senior Grant Projects at the Boston Arts Academy (BAA) where youth presented their projects that used the arts to address a community issue. In October, I taught a Circus Acrobalance workshop through AIE for A.L.L. to 16 participants on the lawn outside of Memorial Hall. I also worked on graphic design projects including designing two postcards and updating a brochure for Destiny Arts Center. In the spring, I worked with QueerEd to host Climbing PoeTree in Askwith Hall, co-facilitated a workshop at the Alumni of Color Conference, and attended the Creative Youth Development Summit in Boston. Through a Project Zero Artist Residence, I worked with teens in the Urbano Project to explore the role of reflection in ensemble-based performing arts.

Student: TSM

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

The projects in this class included four reflective essays on my own practice as an arts educator, focusing on my identification with this field, different theories and perspectives that inform the sector of arts in education, and the habits of heart and mind I value in this work.

S997 Field Experience: Individual Work (Seidel)

I interned with the deCordova Sculpture Park and Museum and Lincoln Nursery School Partnership. I led somatic (mind-body) workshops for faculty and staff to build community, provided feedback, and created somatic activities for teachers to use in the classroom.

T402 Group Learning (Wilson)

T550 Designing for Learning by Creating (Brennan)

I worked with a group to re-design and technologically enhance the Twister game as an educational tool that promotes learning through and about the body. We also wrote a paper analyzing our project's development and implications for education.

S305 Active Learning in Museums (Tishman)

I collaboratively created ART DATE, which encouraged museum visitors to engage more meaningfully with abstract works of art through playful personification. Through this project we researched participants experience of this Art Date at the Museum of Fine Arts, Boston.

A612 Organizing: People, Power, Change (Ganz)

I organized students and staff of HGSE to create an Inner Awareness Program in order to bring Harvard's mindfulness and wellness resources to HGSE's campus and to create a community of support around mental and spiritual wellbeing at HGSE.

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

I collaboratively created a grant proposal for an Arts and Technology Summer Program in partnership with a non-profit organization in Los Angeles. I also wrote a few reflective essays on specific aspects of the Arts in Education.

T211J Teaching and Learning with Objects (Smiraglia)

I collaboratively created a museum activity inspired by mindfulness and movement centered around an art work by Lorna Simpson at the Museum of Fine Arts. We implemented this activity and analyzed its outcomes in terms of exploring the body as an object to learn about and through.

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

I collaboratively created an inclusive multi-arts summer day camp for middle-school children of all abilities and backgrounds. Inspired by UDL principles, we designed a website for the camp, the curriculum and implementation guide for camp instructors, a white paper to show the research behind our pedagogy, as well as a multi-media brochure for parents and campers.

Extracurricular: I taught yoga to graduate students through the Harvard University Center for Wellness and founded a Harvard-wide student organization "Movers, Shakers and Other Art Makers" (MSA). With MSA, I organized events and workshops with artists and somatic specialists from within and outside Harvard. I presented two research projects at the Student Research Conference, created the Reggio Emilia Study Group, led a dance and emotional development workshop for middle school girls, and audited a class at the Harvard Medical School. In the spring, I also had internships with Body Brain Connect and DIY Girls, two California-based organizations.

Student: TM

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

My final project for the semester involved building an online resource document about Community MusicWorks, a non-profit music education organization in Providence, RI.

S121 Art and Understanding (Elgin)

This course was all about philosophy of the arts, specifically based on writings by Nelson Goodman. My midterm paper was about the effectiveness of the Harvard Museum of Natural History, and my final paper explored the cognitive functions of emotion in the context of music.

T402 Group Learning (Wilson)

Though this class was not inherently arts-based, my group researched arts organizations for both our midterm and final projects. Specifically, we looked at paradoxes of group identity, observing and surveying both A Far Cry (a Boston-based conductor-less chamber orchestra) and students from the Modern Dance Company at Cambridge Rindge & Latin.

T410A Fostering Creativity and Innovation through Education: Applying Theory to Practice (Clapp)

For my final project, I developed my own definition of creativity in music and designed a related lesson plan for student musicians that I intend to put into practice at music camps this summer!

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

Over the semester, we engaged in deep discussion and thinking about “critical exploration” and various ways to work with students. For my final project, I facilitated a series of three lessons in which one of my classmates critically explored and learned about the violin.

HT123 Informal Learning for Children (Blatt)

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

For my final project, I created a grant proposal for the Arts Leadership Institute, a 5-day conference for high school juniors in Arizona interested in the arts and leadership.

T543 Applying Cognitive Science to Learning and Teaching (Grotzer)

In preparation for my summer camp, I used T543 principles to design a project intended to enable my students to better understand their learning strengths and variability through music.

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

Using a protocol for teacher inquiry, I led a session with arts educators in Arizona to collaboratively analyze and considered the work of a student musician.

T210M Writing Workshop (Sommers)

This module allowed me to formally explore writing creative nonfiction, all of which (quite unintentionally) centered around my experiences in the arts.

Extracurricular: In addition to working as the Communications and Curatorial Coordinator for the AIE program, I served as a student blogger, tour guide, and event volunteer for HGSE. Outside of school, I have continued some of my own freelance work, teaching a few private violin students and serving as Artistic Director of my high school fiddle troupe in Arizona, joining their weekly Monday rehearsals through the internet. Throughout the year, I performed at each AIE cabaret and at TEDxHGSE. In May, I gave a recital in Holden Chapel in Harvard Yard, collaborating with 9 friends/mentors/colleagues. I’ve also been to more concerts than I can count, trying to take full advantage of the incredible music scene here in Cambridge/Boston!

Student: CN

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

The great readings and our fun “learning labs” all centered on arts education and the examination of explicit and implicit ideas about learning and teaching within arts education.

A021 Leadership in Social-Change Organizations (Mapp)

For the final project, my group worked with a school with strong ties to the Huntington Theater Company to think about different roles of leadership and how schools work toward social change.

H810G Adolescent Literature (Adams)

In this class, we read and discuss different genres of adolescent literature, focusing on craft, structure, literary elements, and use in classrooms. I co-wrote a curriculum for teaching banned books, and my individual annotated bibliography topic covered reimagined fairytales.

S121 Art and Understanding (Elgin)

This philosophy class was all about how people understand the arts. We spent much of class considering how people learn to understand and talk about art and the implications of different topics in the arts world on the understanding of art.

T550 Designing for Learning by Creating (Brennan)

The class was a really fun combination of using art and technology to understand how, when, why, and what people learn. For my final project, I created a mock-up of a website for an online community where people could learn music theory concepts through play and singing.

S305 Active Learning in Museums (Tishman)

My group chose to create an active learning experience at the MFA that looked specifically at playfulness and the different qualities that occur as a part of a playful active learning experience.

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

I was able to take part in several protocols looking at arts-related work, such as fine art and music, and was even able to bring in creative writing student work of my own about which I engaged in a protocol with my classmates.

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

This course focused on advocacy, activism, and our identity as arts educators –how we see ourselves as part of the larger conversation in terms of what we want arts in education in the world to look and feel and sound like.

T210M Writing Workshop (Sommers)

I wrote several personal narrative pieces and engaged in a series of writing workshops and partnerships getting and giving feedback about creative work.

A320 Building a Democratic School (Nathan)

I worked with several classmates to imagine—and design—a school with rich arts experiences.

Extracurricular: I served as an intern in the Graduate Student Gallery Teacher Program at the Harvard Arts Museum. Through this, I wrote curriculum for self-guided tours at the museum, developed a series of arts history lessons in partnership with a public school, and conducted research into educational programs at other institutions. In the spring, I had an internship with the American Repertory Theater, writing and designing curriculum for a toolkit on *The Tempest*. Additionally, I have tried to attend as many Askwith Education Forums and panels as possible! It’s wonderful to learn about so many topics in education.

Student: LO

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

All of the work in this course was arts-related!

S005 Introduction to Educational Research (Tivnan)

I completed no arts work for this course.

T002 Critical Race Theory in Education (Graves & Truong)

I completed no arts work for this course.

T402 Group Learning (Wilson)

I looked at how two arts groups in the Boston area self-manage in the context of Smith and Berg's paradoxes of 'groupness.'

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

I used Project Zero frameworks derived from arts education and artistic inquiry to observe a Cambridge public schools English teacher's poetry lesson.

S305 Active Learning in Museums (Tishman)

I designed and piloted a research study that looked at the effects on museumgoers of drawing attention to curatorial voice in galleries.

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

I completed no arts work for this course.

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

For my final project, I conducted research on the state of arts and education programming in rural libraries.

H611B Moral Adults: Moral Children (Weissbourd)

I completed no arts work for this course.

S999 Special Reading or Research (Seidel)

I completed no arts work for this course.

Extracurricular: I presented museum research at the Student Research Conference, volunteered in a kindergarten classroom, and played banjo at AIE Cabarets and at TM's recital.

Student: YSP

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

Among other things, I also had an opportunity to share my art background and expertise with my classmates in a small group and to gain deeper knowledge in professionals in arts education sector by building a resource center on Rika Burnham, a museum educator.

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

By looking back on my life and learning how to call other people upon what I value, I realized the importance of aligning my values, work, and life. I also learned the power of narrative in mobilizing people's mind and action.

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

Employing narrative strategies that I had learned from the first module, I had a chance to analyze my past leadership challenges based on each week's theme. I learned how to create agency among other people under the situation of uncertainty, by using stories.

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

I conducted an empirical research study by personally interviewing South Koreans working in the education sector. As someone who hopes to contribute to the reconstruction of divided nations through the arts, my main research question examined what good work would mean to post-unification education in the Korean peninsula.

T550 Designing for Learning by Creating (Brennan)

My final project, *Tinkering Art Journals*, incorporated the arts and augmented reality to expand the scope of documented learning experience.

S305 Active Learning in Museums (Tishman)

With my three group members, I developed a museum education project at the MFA called "My Art Date," which aims to help audiences have more personal and meaningful museum experience.

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

There was no arts-related work for this course.

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

Based on our common interests, two colleagues and I designed an arts program that fosters dialogue among students with different backgrounds through collaborative music and visual arts.

H310Z Educating for Democracy through Facing History and Ourselves (Barr)

I learned about Facing History & Ourselves, a Boston-based non-profit organization. For my final project, I came up with possible strategies to incorporate this model into South Korean education, including informal education in museum settings and extracurricular school activities.

H311 Issues of Diversity in Cross-Cultural Counseling and Advocacy (Kim)

There was no arts-related work for this course.

Extracurricular: As a visual artist, I participated in the AIE art exhibition at the Gutman Library. I submitted my two prints (lithograph and silkscreen) and four small drawings. I also led a printmaking workshop and a puppet making workshop, the latter of which resulted in puppets of Scott and Steve for the final AIE Cabaret. In the spring, I presented at the Notre Dame Student Peace conference and the HGSE Social Justice Workshops.

Student: EP

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

I researched *makerspaces* as part of an on-line Wiki database for art educators. I believe when students engage in making and design thinking they have opportunities to practice collaboration, empathy, and perseverance.

H107 Introduction to Educational Neuroscience (Rose)

In an 18-page research paper I aligned Csikszentmihalyi's idea of "flow" to the neuroscience of the mechanism of attention. I suggested that making art trains attention, a cognitive benefit, which helps underscore arts as a vital part of school.

T410A Fostering Creativity and Innovation through Education: Applying Theory to Practice (Clapp)

I partnered with my colleague, ES, to design a curriculum focused on design thinking in the arts classroom as a way to foster innovation and challenge Western norms of teaching and creating.

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

I designed a project with colleagues called "Architect for a Day" in response to the real need to develop empathy in schools. We used design thinking protocols to foster empathy among students who, in turn, made model play-spaces for one another.

HKS0028 Human Rights Advocacy Using Video, Social Media, and Participatory Media (Gregory)

In this class I laid the groundwork for an "Arts Equity Campaign" that would use video to address the rights of arts teachers and the cultural rights of students. I advocated for proper space and budgets for arts so children would no longer be casual victims of inequities in arts education.

A612 Organizing: People, Power, Change (Ganz)

I organized twenty parents for a coalition to mobilize the Boston School Committee and City Councilors to commit to working with parents in lobbying the state to fully fund BPS schools.

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

I proposed a unified art program that provides a yearlong art and civics class for high school students and a teaching workshop for arts professionals as my final project in this course.

H611A Moral Adults: Moral Children (Weissbourd)

I examined the need to remodel character education in our public schools and how maker spaces and culture within schools play a crucial role in moral growth.

S999 Special Reading or Research (Seidel)

I compared my field research of investigating paths of youth art mastery in Boston to frameworks and readings from my courses.

Extracurricular: As part of a Boston-wide discussion of arts, I conducted research on paths of youth art mastery on behalf of WolfBrown and two Boston-area foundations; other public work included sitting on the review committee for the Arts Expansion Fund. At HGSE, I was a research assistant to Steve Seidel, assisting him with monthly meetings for local educators in ROUNDS. I also assisted Steve in an international research project led by the University of Sydney to examine the effectiveness of assessment frameworks for visual art instruction. Finally, I worked as an Artist-in-Residence at Project Zero, collaborating with teens at Urbano to create a print installation.

Student: KR

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

Although in my first essay I discussed how I did not feel like either an artist or an educator, all of my course work has been moving me in those directions. My learning theories project revolved around teaching a lesson in visual art interpretation and appreciation. I also developed an online resource about museum educator/activist Nina Simon.

A011F Collaboration in Education: Solving Problems Working Together (Marietta)

For my final project in this class I created a guidance document for a regional art museum in Connecticut and the surrounding school districts to help them improve their collaborative efforts.

T410A Fostering Creativity and Innovation through Education: Applying Theory to Practice (Clapp)

Much of this class has involved discussion of art and design, but in addition I have chosen to create a curriculum for a photography exchange for my final project (based on my own personal definition of creativity, which is the other component of the project).

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

Many of our class discussions have involved art/art education thanks to the large number of AIE folks in this course. My final group project was an exploration of the concept of identity through art, literature, and culture. I taught the object-based learning portion, using photography to explore the topic of identity, and participants created a Tumblr, which served as documentation of their exploration of the idea.

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

In addition to discussing “good work” in actors, I used this course to fulfill my arts-related requirements by conducting my research project on good work in art museum education.

S305 Active Learning in Museums (Tishman)

I created participatory museum experiences using social media at the Harvard Museum of Natural History and conducted research on the effect of making the curatorial hand visible at the Museum of Fine Arts, Boston.

T553 Teacher Learning and Technology (Brennan)

In weekly explorations of technology buzzwords, I made an instructional video, explored the scratch online community, and completed a Google Helpout on furniture painting.

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

For my Arts For All grant proposal, I created an arts program for the children of service members stationed at the Naval Submarine Base in New London, Connecticut.

H611A Moral Adults: Moral Children (Weissbourd)

I explored the relationship between art and morality and began to explore the possibility of an arts-based character education program.

Extracurricular: I worked as the Gallery Curator & Manager for the Gutman Library Gallery, as a Gallery Facilitator for the MIT List Visual Arts Center, and as an intern in the education department at the Museum of Fine Arts, Boston. I also presented with a group at the Student Research Conference.

Student: KSM

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

I analyzed my own role as an artist-educator through the exploration of implicit arts-learning theories and the investigation of significant figures in the field such as Aldolfo Best Maugard.

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

In this course, I explored my own identity and purpose as an artist-educator, focusing on the use of my own passion to inspire others to join me in my cause.

T410A Fostering Creativity and Innovation through Education: Applying Theory to Practice (Clapp)

In this module, I arrived at my own definition of creativity through designing a curriculum to encourage creativity and spark artistic production through self-reflection.

S121 Art and Understanding (Elgin)

This course allowed me to investigate the qualities of an artistic experience. I wrote papers on the effectiveness of a Boston Children's Museum exhibit and on the qualities of an effective work of art.

T550 Designing for Learning by Creating (Brennan)

For my final project, I designed an app for people to respond to arts events they attended in order to connect with others about their learning experiences.

HT123 Informal Learning for Children (Blatt)

For my final project, I worked in a team to develop a multimedia intervention, including a TV show and website, for young girls to learn how to be wiser consumers. The TV show and website represented ways in which new artistic media can help children to learn valuable life skills.

A027B Managing Financial Resources in Nonprofit Organizations (Honan)

We learned how to manage financial resources by looking at various types of non-profits. One of the cases I analyzed for an assignment was the Steppenwolf Theatre Company.

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

In this course, we looked at how research, policy, advocacy, activism, and practice intersect and overlap to play an important role in the arts in education. As a major project for this course, I wrote a grant proposal for an arts curriculum development project.

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

For a midterm paper, I wrote a lit review exposing a lack of literature on how arts organizations use family engagement as a tool, even though they do.

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

The venture I developed for this course was for a hybrid online and in-person arts introductory course for high-schoolers that would provide small series in various arts mediums and connect students to teaching artists in these various and often less-traditional mediums.

Extracurricular: I worked at Arts @ 29 Garden, a curricular arts space at Harvard, as a work-study assistant. I also volunteered in the office at José Mateo Ballet Theatre, and recently started a studio administration internship there. I also worked as a marketing intern for Wellapets, a new educational game app for kids with asthma developed by LifeGuard Games, a startup educational game company. I also took ballet classes at José Mateo Ballet Theatre and the Harvard Dance Center.

Student: MS

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

In the core course, I spent much time considering and researching media as art in informal learning.

HT500 Growing Up in a Media World (Blatt)

A great deal of my work focused on African-American (black) boys and their media diets, exploring their exposure to media as an art, their abilities to learn through media-based curriculum designs, and their awareness (or lack thereof) and acknowledgment of the black male identity in informal, educational media.

S005 Introduction to Educational Research (Tivnan)

I studied research methods as a means of furthering my own work in arts and education. Through studying and researching African-American (black) characters in educational children's television programming, I shaped my understanding of children's self-identification in media.

S997 Field Experience: Individual Work (Seidel)

I worked with Sustain Arts, a research and data-based arts project housed at the Harvard Kennedy School's Hauser Institute for Civil Society. As a research assistant, I worked on gathering data for local arts and culture grants, crowd-funding to archive arts and technology research, and relationship-building within the Harvard arts community.

HT123 Informal Learning for Children (Blatt)

With a team of four others, I wrote a proposal for, designed, and pitched "Scratch the Surface," a transmedia campaign that encouraged wiser consumption habits amongst 12-16 year olds.

LAW0024 The Two-Way Mirror: Media Imaging in the 21st Century (Robinson)

I discussed the difficulty of representations and misrepresentations of people of color in the media. I also presented and lead discussions on the journalistic and media representations of Latin Americans.

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

I completed a wiki page on *PBS Kids*. With two others, I wrote a proposal for, designed, and pitched "Places," a peer mentor acting program for high school students that promotes leadership and life-long learning through acting training.

S150 Advancing the Public Understanding of Education (Blatt)

I presented and lead discussions on new media. I designed and produced the "Black Box Initiative," an educational media campaign that encourages and promotes positive and productive images of African-American little boys.

T565 Entrepreneurship in the Education Marketplace (Richards)

With one other person, I wrote a business plan for, designed and pitched "Olio," a card game for 4-6 year olds that promotes executive functioning and 21st century skills.

Extracurricular: I participated in a variety of organizations around campus: as Social Media & Technology Committee Chair for the Harvard Graduate Council; as Communications Chair for the Masquerade Ball Committee; as an HGSE Student Admissions Ambassador; as Editor of the ALANA Anthology; as a shelver in the Fine Arts Library; as a member of QueerED; as Master of Ceremonies for TEDxHGSE; and as a volunteer for both Harvard G.I.V.E.S. and WGBH. Outside of HGSE, I was also the Educational Social Media Assistant at the A.R.T. for *Witness Uganda* and was a Research Assistant at Sustain Arts.

Student: ES

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

This semester I reflected on my identity as a visual artist and educator, and taught a visual arts lesson to surface and consider my own implicit theories about teaching and learning. I also collaborated with a classmate to create an informational resource on Visual Thinking Strategies.

T410A Fostering Creativity and Innovation through Education: Applying Theory to Practice (Clapp)

For my culminating project, I collaborated with a colleague to develop a curricular guide for introducing design-based project work into the visual arts classroom, as either an alternative or an augmentation to a traditional visual arts curriculum.

T550 Designing for Learning by Creating (Brennan)

For my self-directed culminating project, I chose to create a brief, stop-motion animation to articulate my values as an arts educator—with a focus on learning-by-creating by hand, which I see as particularly important in an increasingly digital world.

S997 Field Experience: Individual Work (Seidel)

I participated in an internship in the atelier of Peabody Terrace Children's Center, a Reggio Emilia-inspired preschool on the Harvard campus. I worked with the *atelierista* to design, build, and facilitate rich student-centered provocations with various arts materials.

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (Wilson)

Conducting a visual arts lesson to explore the arts as a mode for developing empathy, colleagues and I asked 3rd graders to become architects and design a model play space for a classmate in order to learn more about them and consider another person's perspective.

S305 Active Learning in Museums (Tishman)

For my culminating project, I collaborated with a colleague to conduct research by piloting a modified VTS (Visual Thinking Strategies) protocol designed to encourage collaborative construction of narratives as an entry-point to an unfamiliar artwork or art object.

S997 Field Experience: Individual Work (Seidel)

I was an intern at Lincoln Nursery School at deCordova Sculpture Park & Museum, where I explored the unique context of the art museum as it impacted student learning. Additionally, I conducted an informal research survey and teacher interview that explored the concept of "kindergarten readiness."

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

For our culminating project, a partner and I designed and proposed a summer arts program in partnership with DIY Girls, an LA organization that provides maker spaces and instruction that empowers young women through extracurricular STEM projects.

T211J Teaching and Learning with Objects (Smiraglia)

In this course, we studied approaches to object-based learning through various protocols and disciplinary lenses. For our culminating project, my group members and I designed a pilot learning experience that explored the implications of understanding objects through photographs.

Extracurricular: I worked in the AIE office as a Program Assistant, where I hosted prospective students, and assisted in the planning of AIE performances and events; I served on the Career Services Student Advisory Board; I served as AIE Advisory Council Coordinator, assisting the Council Co-chair and Director. In the spring, I participated in a Reggio Emilia study group with friends from AIE. Outside of school, I worked part time as a nanny to two adorable twin boys!

Student: AS

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

This class examined art and arts education.

A&S-43117 Visual and Environmental Studies 149-Queer Visuality, Visualizing Queer—Studio Course (Lord)

This class was a studio art class that I took through Harvard's art department. It involved thinking about art and making art.

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

This class explored the nature of good work; my own research for the course was heavily arts-focused and particularly investigated the relationship between good work and academic assessment in college-level studio art classes.

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

This class provided an overview of various Project Zero initiatives; my research for this course studied Project Zero methods and findings through an arts education lens.

HT123 Informal Learning for Children (Blatt)

Arts related.

A&S7463 Post Brush: Studio Course (Lemieux)

Arts related.

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

Arts related.

S997 Field Experience: Individual Work (Seidel)

Arts related. PZ Artist Residency.

Extracurricular: In the spring, I worked with NG to complete a Project Zero Artist Residency. I served on the graduate board of the Harvard Monday Gallery, a venue dedicated to showcasing the work of artists within the Harvard community at one or two shows each month. My contributions include exercising curatorial design, facilitating gallery education, and creating promotional materials. I was also employed 15 hours a week as a conservation technician for the Harvard Library Preservation Services' collections care department. My work involves providing prevention conservation treatments, including the construction of protective enclosures, for the Harvard Library's general and circulating collections. I additionally try to maintain an active art exhibition schedule; I participated in 13 juried and invitational shows in 2013.

Student: MT

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

In this course, I participated in peer teaching and learning that revealed implicit learning theories for artists/educators. We also created a Wiki page on an important figure in arts education sector, expanding my knowledge and use of technology.

A&S-58855 Music 105r-Fundamentals of Improvisation & composition, Dance (Johnson)

In this class, I collaborated with classmates to perform in public using improvisational technology as a structure.

A027A Managing Financial Resources in Nonprofit Organizations (Honan)

As part of my final, I used public information on a local arts organization to write a financial analysis on the organization.

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

I created and delivered a speech using the course frameworks to encourage participation join a community dance project.

S005 Introduction to Educational Research (Tivnan)

I developed a research project measuring cultural dance curriculum's effect on global competency in high school students

T402 Group Learning (Wilson)

I was part of a group of artists who researched the paradoxical nature of group dynamics in arts groups.

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

I wrote a business plan for an arts organization start-up.

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

I wrote a grant proposal for a youth summer dance program.

T210M Writing Workshop (Sommers)

My final piece was a creative non-fiction piece about the rehearsal process for dance.

Extracurricular: I taught dance master classes in Boston public schools and performed in the Harvard Spring Dance concert.

Student: ST

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

I completed readings and assignments throughout the semester that introduced me to practices and strategies in teaching and learning through the arts. I was able to create and produce art with other artists and evaluate this experience individually and collectively.

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

I studied various school leadership models and reviewed policies that were/are used to enhance student achievement throughout the country. My studies allowed me to investigate and explore ways to introduce the arts and arts-based instruction into school curriculum.

HT500 Growing Up in a Media World (Blatt)

I investigated how informal learning and the media could be used to enhance creativity among youth. I explored how the usage of media and the arts affected student behavior. Additionally, I conducted surveys and wrote reports about the youth and their experience with the arts.

S997 Field Experience: Individual Work (Seidel)

I completed my internship at the Art Resource Collaboration for Kids (ARCK), which is a twelve-week arts initiative that uses classroom instructional time to introduce students in Boston public schools to the visual arts.

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

For my final project, I created *Dream: The Urban Arts Initiative*, an art forum and art education workshop series for Washington, D.C., residents.

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

I partnered with ReadBoston, a children literacy program, and I developed recommendations for an initiative to train parent leaders to teach workshops. One of my recommendations focused on introducing artistic expression.

LAW0023 Topics in Education Law and Policy (Tomiko Brown-Nagin)

There was no arts-related work for this course.

T006 Adult Development (Robert Kegan)

I reflected on my practice as an adolescent counselor who uses art therapy to help my clients meet their improvement goals. I wrote my final paper on how understanding adult mental complexities can be used to help lead my art program in Washington, D.C.

T565 Entrepreneurship in the Education Marketplace (John Richards)

My final project was a business proposal for Loyalty Suites, a student housing management company that offers housing, comprehensive counseling services, and opportunities to engage in the arts community in Washington, D.C.

Extracurricular: Throughout the semester, I participated in several organizations and activities on and off campus. In addition to serving as the AIE Senator for the HGSE Student Council, I performed on an AIE Cabaret and shared poems at the “Navigating Identity at Harvard” Spoken Word night. In the fall, I took a contemporary dance class with Yo-el Cassell at the Harvard Dance Center. I worked part-time as a file clerk at Harvard University Office of Admissions and with Boston Public Schools as a teacher recruiter. I served as an editor for the Harvard University ALANA Anthology and a committee member for Harvard University’s Multicultural Advisory Council. In the spring, I attended the 4th Annual Black Scholars and Professionals Conference. In addition, I am a member of the Harvard University’s Black Graduate Ministries, and I am a visiting member at Kingdom Builders’ Worship Center in Boston.

Student: MU

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

In this class, we discussed informal and formal ways of learning in/through the arts. I had the opportunity to teach storytelling and read various articles on the arts and arts pedagogy.

A021 Leadership in Social-Change Organizations (Mapp)

In this course, I gained leadership tools that will help me lead a social change organization that my friends and I started in Salt Lake City, Utah. One of the key components is preserving Tongan art as well as creating hybrid art that highlights both Tongan and American sensibilities.

T002 Critical Race Theory in Education (Graves & Truong)

For my final, I wrote a conceptual paper for a Pacific Islander Critical Theory and in it posit that storytelling is a form theory. I proposed that storytelling, even though viewed as an art form, is a legitimate source of theory in Pacific Islander communities.

S121 Art and Understanding (Elgin)

The entire course made me re-evaluate my accepted notions of what art is by changing the question to ‘when is art?’ It also equipped me with the language to argue that art is not just necessary for better schools and test scores but for understanding the world around us.

HT123 Informal Learning for Children (Blatt)

Our group proposed TagAct, a digital intervention that encourages young people to express civic concerns visually and artistically. It uses art as a tool for social justice and positions young people as that platform.

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

I worked with a group to create an arts-community program that works with people affected by gangs.

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

There was no arts-related work for this course.

A&S1223 Fiction Writing (Kincaid)

In this course, I participated in the process of creative writing and explored how improving one’s craft improves one’s teaching.

A&S73386 “How Sweet it is to be Loved By You”: Black Love and the Emotional Politics of Respect (Morgan and Kincaid)

This literature course incorporated music, arts, literature, film, and theory to examine Black Love. As my final project, I created a non-fiction creative writing piece to show how love can create and sustain social movements.

LAW0023 Topics in Education Law and Policy (Brown-Nagin)

There was no arts-related work for this course.

Extracurricular: This semester, I’ve served as a Composition Teaching Assistant with Scott Ruescher at Framingham Prison. I also did a storytelling at the Alumni of Color Conference and the event with Climbing PoeTree. Additionally, I had a creative nonfiction piece published on a blog.

Student: AV

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

For S300, I have reflected on my role as a museum educator in several assignments, one of which included my teaching a lesson on Cindy Sherman. I also worked with a classmate on creating a resource page for John Dewey and his relevance to the arts educators in particular.

T550 Designing for Learning by Creating (Brennan)

For my final project for T550, I worked with another AIE student to help curate the AIE Gutman Gallery Exhibition and implement interactive experiences around the artworks.

T600 Thinking and Learning in the 21st Century: Project Zero Perspectives (James & Wilson)

We surveyed many of Project Zero's research endeavors, many of which are arts-related, such as Artful Thinking (Visible Thinking) and Agency by Design. I reflected on these in blog posts. For the culminating project, my group visited the classroom of a high school English teacher whose pedagogy is heavily influenced by Project Zero and Reggio Emilia.

S121 Art and Understanding (Elgin)

In both papers, I considered the role of museums in how people experience works of art. For these, I relied heavily on Nelson Goodman and John Dewey. This class gave me a decisive and philosophically-sound way to discuss the importance of art, especially as it pertains to education.

S305 Active Learning in Museums (Tishman)

With my group, I conducted a study on the qualities of active learning in an arts related lesson conducted over Skype.

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

For S301, I considered the marginalization of the arts, reflected on my role and responsibility as an arts advocate, and wrote a proposal for a summer program for teens that would expose them to the everyday work of an artist and museum professional.

H613 Gender and Education (Johnson)

Based on programs that I observed at the Institute of Contemporary Art / Boston, I wrote a paper examining the ways in which gender might influence educational experience.

S997 Field Experience: Individual Work (Seidel)

As a part of the Field Experience Program, I interned in the Education Department of the Institute of Contemporary Art / Boston. During my time there, I authored teacher and tour guide resources on upcoming special exhibitions.

T211J Teaching and Learning with Objects (Smiraglia)

I designed a teacher workshop based on the collection of the Isabella Stewart Gardner Museum that highlighted curatorial choice, empathy, and classroom connections.

Extracurricular: As part of the work-study program, I worked in the Special Collections of the Gutman Library, assisting researchers, preserving historical textbooks and reports, and researching uncatalogued books. I also volunteered at the MIT List Visual Arts Center for both Family Days and their Max Wasserman Forum on Contemporary Art, and interned with Louder Than A Bomb. In the spring, I took Letter Press classes at the Bow and Arrow Press in Adams House.

Student: LW

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

Many of the readings helped me work through my goals as far as my position and possible future influence in the field of Arts Education could possibly look like in the future.

T550 Designing for Learning by Creating (Brennan)

For my final, I worked with self-defined non-artist students and staff from the West End House Boys and Girls Club to install a mural in their gym. With the visual arts teacher, we traced the silhouettes of student athletes onto the wall and worked with students to paint the figures.

H310M Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Discrimination (Brion-Meisels)

I discussed the power of the arts as an effective tool in addressing many of the themes and issues brought up in class. While the final paper was not arts based, the majority of my class input and participation was around discussion of the arts' role in these issues.

S121 Art and Understanding (Elgin)

This is a philosophy course that focuses on the way our interactions and experiences with works of art can inform and enhance our learning experiences. We discussed the work of Goodman extensively and consider artistic pieces from a wide range of media and disciplines.

HT123 Informal Learning for Children (Blatt)

My group proposed an online platform to promote cultural awareness and empathy in teens through the exchange and sharing of original, interdisciplinary artistic content.

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

My final project for this course was a proposal for a peer-peer educational theater ensemble where teens would develop original theater content and facilitate educational programming at local middle schools, using their original work as the guiding content.

H611B Moral Adults: Moral Children (Weissbourd)

Every paper I wrote for this course related to the arts: one about my long-time theater director, another about an interdisciplinary arts program for teens which I developed and pitched, and a play which explored how adults play in the moral and character development of youth.

T210M Writing Workshop (Sommers)

This was essentially a creative writing workshop which required weekly essay submissions and revision sessions.

H331 Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention (Brion-Meisels)

My culminating project for this year-long course was an original intervention program for youths in juvenile detention centers. The program utilized theater, improvisation and storytelling to address issues and concerns of violence, mental health and recidivism among court involved youths at three different levels.

Extracurricular: Along with two other AIE cohort members, I co-created the HGSE student organization AIE for ALL. I served as the Arts Intern at the West End House Boys and Girls Club in Allston as their Arts Intern. I also helped to bring A.R.T's *Witness Uganda* to the West End House and perform for our students. In the spring, I worked as a research assistant on the Scratch Ed curriculum development project, assisted with Continuing the Conversation Studio Chats, and joined the Making Caring Common Lab. For my own development and performance, I took modern dance classes at the Harvard Dance Center and participated in the AIE Cabaret!

Student: LY

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

For the Arts Education Resource Center I researched and wrote about The New York City Opera.

S997 Field Experience: Individual Work (Seidel)

I interned at the Massachusetts Cultural Council in the Education Department, working on the YouthReach program, a 20-year initiative that funds intervention-based out of school art programs. I also conducted interviews with YouthReach alumni to compile their stories for a national summit. Additionally, I oversaw the grant-giving process for the Big Yellow School Bus grants that fund arts and culture field trips in Massachusetts.

T550 Designing for Learning by Creating (Brennan)

I compiled an online database of my artwork (dance, film and music) that has themes of gender and the female within it. I created a discussion protocol and discussion prompts for viewing these works in a gender-studies context or for using the works to delve into a conversation about depictions of gender.

S121 Art and Understanding (Elgin)

I analyzed the efficacy of arts institutions and specific arts exhibits in the Boston area. Through a philosophical lens, I learned about definitions for art and the expectations we place on artists, art enthusiasts, and educators.

S305 Active Learning in Museums (Tishman)

I conducted a research experiment on active learning during distance learning museum programming.

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

Everything in this course was arts-related!

A&S41958 American Musical Theater (Oja)

I wrote weekly papers on topics in contemporary musical theater, including outreach, global perspectives and women. I also wrote the lyrics to an original song as part of my work with composer Jason Robert Brown.

S999 Special Reading or Research (Seidel)

Along with MG, I created a performance on artist/teacher identities for the Project Zero Artist Residency.

Extracurricular: Through Step Into Art, I taught art and art history in the Boston Public Schools and at the Gardner Museum. I also tutored a 6th grade girl in art history every week; developed a dance piece with cancer patients at Mass General's Benson-Henry Center for Mind Body Health; and performed in a four-week run of the cult classic musical *Side Show* in Concord, Massachusetts. I also wrote a proposal for a new arts-based school in Angola, founded by the head of an African dance company based in Brooklyn; maintained a studio of eight voice students; and choreographed a musical for a local Boston theater.