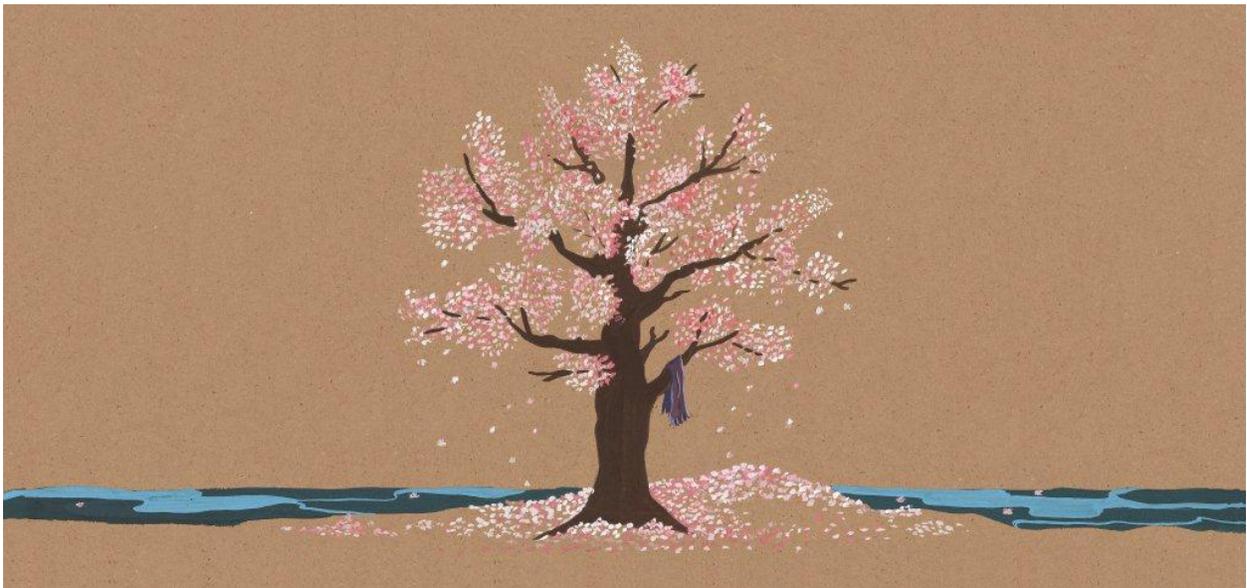


Student Pathways 2011-12 and Extracurricular Activities

In the following pages the 2012 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 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.



Apricot Tree – by Madhu Anantharajan, AIE'12

Student: AA

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
All of the work in this course relates to the arts.
- A117** **Implementing Inclusive Education (Hehir)**
We observed the Henderson School in South Boston (a school supported by Very Special Arts in Washington, DC) and documented the effects of arts learning in relationship to inclusion within a classroom.
- H107** **Introduction to Educational Neuroscience (Rose)**
My final project regarded the use of musical instruments as an early intervention tool for children (ages 4-10) on the Autistic Spectrum and its effects on procedural learning.
- A111J** **Critical Issues in Special Education Policy and Practice (Hehir)**
MUS187r **Chamber Music Performance (Cortese & Stepner)**
We analyzed, rehearsed, and performed Ravel's Piano Trio, and were coached throughout the entire semester.
- HT123** **Informal Learning for Children (Blatt)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I was able to connect the work I was involved in at the Henderson Inclusion Elementary School and the Opera of the Future Group at the MIT Media Lab, writing a proposal to connect the two organizations together in a pilot afterschool program involving the intersection of technology, disability, and music.
- T560** **Universal Design for Learning (Rose)**
For our project, two colleagues and I were able to employ the principles of UDL in the design of an accessible form of digital sheet music.
- S997** **Field Experience Program**
I did an internship at the William Henderson School, and for my final project I conducted a case study of arts learning and disability through two musicals we produced this semester.

Extracurricular: In the fall I worked on the Visual Music Instrument (VMI) Chamber Music Initiative, culminating with a performance with the Montreal Chamber Orchestra and the return of paraplegic Eric Wan to the concert stage a decade after his paralysis. I was a musician in residence at the New Hampshire Music Festival, where I performed a recital and visited a dozen or so schools in the area. I gave a TEDx talk in Cambridge; toured in Asia and the Northern Provinces of Canada; and planned a CODA (Community Outreach for Developing Artists) program for 2012, part of the National Arts Centre Music Program in Ottawa. (We are working with the Autistic Spectrum of Disorders (ASD) community next summer, creating a relationship between our students and similarly-aged peers.)

Student: MA

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
The work in this course is centrally grounded in the relationship between the arts and education. All my writing for the course focused on my reflection of myself as an arts practitioner in learning and teaching the arts.
- S105** **Philosophy of Education (Elgin)**
I did not conduct arts-related research for this class. However, the course was extremely important in helping me think and ask questions about education, learning and teaching.
- S305** **Museums and Learning (Tishman)**
My final group research project related to perceptions of cultural representations in the Arthur M. Sackler Museum gallery of Asian, Islamic, and Latin Indian art. This project attempted to understand cultural identities that are constructed in museum spaces and how these identities are negotiated by the visitors.
- T440** **Teaching and Learning: “The Having of Wonderful Ideas” (Duckworth)**
My final group research project related to applying the methods and ideas of critical exploration to visual arts. My partner and I worked with a 10-year-old to explore paintings and photographs with a mother and child theme.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I worked on a proposal for an arts project that brings the arts together with environmental education in Karnataka, India.
- S999** **Special Reading or Research (Duckworth)**
I worked with Critical Explorers, where, in the process of developing and implementing history curriculum for the 7th grade at Watertown Middle School, I was able to explore the ways in which arts (drawing, painting, theater, etc.) aid and can be incorporated into history learning and teaching.
- H310Z** **Educating for Democracy through Facing History and Ourselves (Barr)**
This course explores the relationship between history learning, ethical reasoning, and civic participation, and as part of my final paper for this course I looked at spaces where mythology and history intersect in constructing narratives of the nation in India.
- A&S-88024** **English 290 - 9/11: A Moment in Culture and Theory**
This course helped me develop a strong theoretical base to engage with diverse texts—literary, pictorial, historical...
- MIT EC090** **Recreating Historical Experiments**

Extracurricular: In the fall I contributed two images to the AIE student art exhibit in Gutman Library; served as a student admissions ambassador, and had several part time jobs, including library assistant at the Schlesinger Library, and assistant to oral historian Ruth Hill. I also continued to illustrate for the Protected Area Update, a newsletter published by Kalpavriksh, India. And I also greatly enjoyed cooking. In the spring I continued working with Ruth Hill at the Schlesinger Library while also assisting Liz Duraisingh in a pilot research project on the relationships that young adults have with the past, which helped to deepen my understanding of history learning and teaching. I also collaborated with fellow students of EC090: Recreating Historical Experiments at MIT on a presentation at the Physics Teachers’ Conference in April.

Student: YA

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
I wrote four reflective essays on my implicit and explicit theories of teaching and learning through the arts.
- S005** **Introduction to Educational Research (Tivnan)**
I did not take this course for arts-related credit.
- S305** **Museums and Learning (Tishman)**
My research project for this class focused on the question: How do visitors who self-identify as Asian respond to the “Asian and Islamic/Later Indian Art” gallery at the Sackler Museum?
- S997** **Field Experience: Individual Work (Seidel)**
As a teaching fellow for the Silk Road Project/Connect (SRP/SRC), I was the liaison between the SRP and two public schools in the Boston area. I oversaw the implementation of the SRC Arts Integration Curriculum and conducted professional development on the SRP Learning Goals and Arts Integration. I also produced SRC documents, including a series of assessment tools based on Project Zero’s ‘Artful Thinking’.
- A111J** **Critical Issues in Special Education Policy and Practice (Hehir)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
Reflecting upon the marginalization of the arts drove my thinking about my role in the field of arts and in the broader field of education. I came to the realization that I must become fully involved in both the policy and the leadership realms of these fields.
- T560** **Universal Design for Learning (Rose)**
I developed an “ART KIT” that contains a set of universally designed manipulatives that address the 7 Principles of Art: Line, Texture, Form, Shape, Space, Color, and Type. A prototype will be developed and piloted, and hopefully will be mass-produced for art teachers’ use.
- A312** **Systemic Reform in Urban School Districts and Schools (Payzant)**
I wrote a paper about how, as an art teacher and electives department chairperson at an all-boys small magnet school in Miami, I can create systemic reform within the school to not only increase the academic performance of all students, but also to create a culture of trust and productive high performance among faculty and staff.
- T234** **Teaching and Learning by the Case Method (Higgins)**
- S999** **Special Reading or Research (Tivnan)**
- A111J** **Critical Issues in Special Education Policy and Practice (Hehir)**

Extracurricular: As international and multicultural affairs intern at HGSE’s Office of Student Affairs, I co-coordinated HGSE’s Multicultural Festival in the fall and in the spring coordinated the 2012 Social Justice Workshops. I edited the HGSE *Diversity Matters* newsletter; served as a SAMI (Student Alumni Mentoring Initiative) participant; submitted artwork for AIE’s Continuing the Conversation conference exhibition; presented a workshop at the 10th annual HSGE Alumni of Color Conference; facilitated a workshop on team building at the Harvard-to-Harvard Art Symposium; contributed a poem to the *ALANA Anthology*; hosted a doctoral program application group; and presented my research project on the experience of student parents at HGSE at the Student Research Conference—meanwhile, as a full time parent, taking my daughter to ballet classes twice a week as well as supporting her in her performance of *The Nutcracker* and inviting her to participate in Eleanor Duckworth’s class and student research project.

Student: NB

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
I brought my background as a high school English teacher and visual arts magnet program administrator to conversations about learning in and through the arts.
- A019** **Education Sector Nonprofits (Honan)**
I drew from experiences collaborating with arts nonprofits in Miami such as Arts4Learning and Miami Art Studio to analyze case studies of the Bradesco and Robin Hood Foundations and to report on the burgeoning cradle-to-career collective impact movement.
- A608** **Leadership, Entrepreneurship and Learning (Higgins)**
I studied entrepreneurial leadership in various organizations including the Orpheus Orchestra (in which members take turns as rotating conductors), and used this learning to reflect in my final essay about being a tempered radical in the visual arts magnet school where I most recently worked.
- S005** **Introduction to Educational Research (Tivnan)**
I conducted a formal research project with a fellow AIE cohort member investigating the student parent experience at HGSE and proposing the creation of an on-campus arts lab school for children of current grad students.
- S997** **Field Experience: Individual Work (Seidel)**
- T210X** **Foundations of Urban Education (Levinson)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I collaborated with two classmates on an Arts for All Foundation proposal to bring youth spectacle from Chicago to Miami and foster professional exchange (knowledge, skills, and expertise) between production experts (theater artists) and pedagogical experts (middle school and high school teachers).
- A320** **Designing a Democratic School (Nathan)**
I redesigned the visual arts high school where I work in Miami, Florida, with major changes to fundraising through partnerships with local arts organizations and changes to the master schedule and curriculum, including advisory blocks for all students teamed into small groups with one teacher for all four years of high school.
- T560** **Universal Design for Learning (Rose)**
I collaborated with two classmates to create an online, project-based professional development activity within which teachers from various disciplines working in the same community author maps of their neighborhoods that then become teaching tools to use with their students. The activity transmits the three principles of universal design for learning (providing multiple means of: representation, action and expression, and engagement) so that teachers learn how to apply these principles in their own lessons.

Extracurricular: I interned all year long in the AIE office as Communications and Curatorial Coordinator, served as an admissions ambassador and blogger, was a member of the Career Services Office advisory board, and sang with HGSE's cappella group, the Class Notes—and in the spring semester I also interned at the HGSE Principals' Center. I was selected to participate in a roundtable conversation with U.S. Department of Education Secretary Arne Duncan during his visit to HGSE; presented findings on HGSE student parent life at the annual Student Research Conference; and performed in *Red Flags*, a play about emotional abuse written by AIE student MZ.

Student: MB

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
We examined our identities as artists and/or educators; our implicit and explicit learning theories; and how that informs our teaching application.
- A021** **Leadership in Social-Change Organizations (Mapp)**
We explored positions of power and oppression in relation to leading social change organizations.
- A117** **Implementing Inclusive Education (Hehir)**
I conducted extensive research on study skills prevalent at Boston Arts Academy, examining how those study skills air students in the inclusive learning environment in both academic and arts based classes. I also investigated IEPs for arts-specific classes and compared them to IEPs designed for academic courses.
- S997** **Field Experience: Individual Work (Seidel)**
I interned for VSA Mass, conducting qualitative research surrounding one folk singing teaching artist's residency at Adams Elementary in a self-contained classroom. I followed the learning and social behaviors of three students: one who is thriving, one who is striving, and one who is struggling.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
This entire course is about arts and arts-related research, policy and practice (as the title suggests). Our Arts for All Foundation proposals allowed me to explore a parent-run initiative at the Josiah Quincy Elementary School concerning access to equitable visual arts experiences.
- T560** **Universal Design for Learning (Rose)**
In my final project for this course, completed through three deliverables throughout the semester, I created a computer program called "The Ellie," which is a computer-dog that simulates the relationship that students build with canine reading partners during the PAWS Program, and is more accessible for communities that may not have ready access to actual therapy dogs. "The Ellie" allows students to draw pictures of the stories they are reading, or that "The Ellie" reads to them as a means to satisfy multiple means of participation and representation.
- A810F** **Human Rights in Education (Tibbitts)**
- T234** **Teaching and Learning by the Case Method (Higgins)**

Extracurricular: I worked as a research assistant at Project Zero for the GoodWork project, implementing their toolkit; as a research intern at VSA Massachusetts, creating inclusive environments through the arts; and as an engagement artist for ArtsIMPACT (a student-run group at HGSE). I had a collaborative show at VSA of Massachusetts with a handmade paper sculpture, mounted a solo exhibition of my handmade paper sculpture at HGSE's Gutman Library, and served as a judge for the Boston Arts Academy's senior art show. I also coordinated and taught a monthly painting and drawing class to Harvard College freshmen; ran a workshop on inclusive education, addressed through art and pet therapy, for the Social Justice Workshop conference at HGSE; and presented a study, at the annual HGSE Student Research Conference, of acquired social and learning behaviors by students at VSA.

Student: AB

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Throughout the semester I wrote about my personal theories of learning and engagement in music.
- A019** **Education Sector Nonprofits (Honan)**
I investigated arts-related nonprofits throughout the term, gaining a greater understanding of the sector and the ways in which infrastructure, funders, boards, and staff function to make meaningful social change
- A021** **Leadership in Social-Change Organizations (Mapp)**
In my final project I analyzed the structure of an arts-based social-change organization in South Boston, the Urbano Project, and offered recommendations for how the organization can secure more resources in order to reach high school students interested in advocating for social issues through visual arts.
- S105** **Philosophy of Education (Elgin)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I wrote a proposal for a grant from the Arts for All Foundation to found a non-profit women's choral organization in Nashville, Tennessee, for high school girls, with the social-justice goal of helping eliminate gender inequality by empowering young women to be strong, independent citizens.
- MLD-342** **Persuasion: The Science and Art of Effective Influence (Orren, HKS)**
In this J-Term class, I gained skills in persuasion that made me a better advocate, and my culminating project (a five-minute pitch to persuade an audience of something) dealt with recruiting more volunteer music teachers from the University of Tennessee to staff the Joy of Music School, a non-profit organization that provides free music lessons to low-income and at-risk students grades K-12 in Knoxville.
- MLD-717M** **The Arts of Communication (McCarthy, HKS)**
I gave three speeches over the course of the module, one in which I advocated for the arts in schools by re-framing arts education as essential, rather than elective, for student learning.
- HLS-2189** **Harvard Law School - Music and Digital Media (Bavitz)**
In this class, we explored how the digitization of music is affecting music copyright law, intellectual property rights, and the music industry in general, and my final twenty-page paper considered the negative impact songwriters in particular are enduring due to piracy, illegal downloading, and a loss of revenue from individual track sales online.
- A&S-5577** **Spanish Acd - Intensive Beginning Spanish: Special Course**

Extracurricular: I sang with the Radcliffe Choral Society at Sanders Theatre, the Harvard Club of New York, and elsewhere, and with its a cappella subset group, The 'Cliffe Notes—and after graduation went with them on a three-week tour to Turkey, Bulgaria, Serbia, and Croatia. I took voice lessons from a Harvard voice teacher; performed at AIE cabarets; sang the national anthem at a Harvard hockey game; and published and produced my first solo album of my own songs. During J-term, I taught music classes and directed a choir for the Harvard Freshman Arts Camp. And all year long I was an active member of the Harvard Graduate Christian Community, something that influenced my thoughts on adult moral development.

Student: ZC

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
We discussed art daily with stellar artists and educators! We worked out ideas, identities, etc.
- A019** **Education Sector Nonprofits (Honan)**
I did not take this for arts-related credit.
- T002** **Critical Race Theory in Education (Graves, Truong)**
For a final project my group and I discussed Harvard's Task Force on the arts report through a CRT framework. We recommended possible ways of including race-conscious arts through reviewing arts organizations outside Harvard.
- T440** **Teaching and Learning: "The Having of Wonderful Ideas" (Duckworth)**
My final fieldwork was an exploration of color theory.
- T210X** **Foundations of Urban Education (Levinson)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
We explored the relationship between research, practice, and advocacy as it relates to the arts education field. This included a long-term grant-writing project on the use of arts as a vehicle in cultivating civic engagement in young adults.
- H310M** **Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Victimization (Brion-Meisels)**
For one assignment I developed a bullying intervention proposal that uses arts mentorship as a central component, and for another I envisioned a school-based program that cultivates conversations around victimization and bullying through a partnership between New Urban Arts and Classical High School in Providence, Rhode Island.
- T313** **Gender and Sexuality in Schools: School Climate and the Hidden Curriculum (Deckman)**
I proposed a project that intends to explore heterosexual male experiences (in and out of school) as counter-narratives through creative, autobiographical, and epistolary writing.
- A122** **The Why, What, and How of School, Family, and Community Partnerships (Mapp)**

Extracurricular: I worked with an AIE classmate as a research assistant for the Developing Minds and Digital Media initiative at Project Zero. We developed our own scheme for coding teenage artwork from 1989 to 2011. It was a spectacular and challenging opportunity! I presented visual arts research on a panel at the 2012 Student Research Conference, and I displayed some of my own bookmaking in the Gutman Gallery exhibition.

Student: AD

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
The research and writing focused on engagement, learning theories, and identity as related to arts and arts teaching/learning.
- A019** **Education Sector Nonprofits (Honan)**
Arts organizations were included as part of an overall exploration of the education sector nonprofits.
- S005** **Introduction to Educational Research (Tivnan)**
To fulfill one of the major assignments for class, I designed a research proposal that would study the effects of rejection during college on musicians and their pursuant careers and artistic lives.
- T002** **Critical Race Theory In Education (Graves, Truong)**
Along with three other AIE members in my class, I completed a research paper and presentation examining the intersectionality between race and the arts and potential for creating more socially just situations through the inclusion of fair-minded practices as an addition to a planned expansion of the arts at Harvard.
- HT123** **Informal Learning for Children (Blatt)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
With three AIE colleagues, I developed a proposal connecting civic engagement and arts for young adults.
- H611** **Moral Adults: Moral Children (Weissbourd)**
For one of my papers, I researched Boston-based Urban Improv's use of improvisational/interactive theater as a tool for developing moral capacities (comparable to a character education program); I also presented (with two colleagues) a special seminar for the class on interactive theater (Playback Theater and Theater of the Oppressed) as they relate to moral capacities such as taking and valuing the perspectives of others and moral reasoning.
- A122** **School, Family, and Community Partnerships (Mapp)**
I created a proposal for a drop-in music center to work in partnership with an elementary school, providing opportunities for private lessons, musical exploration and composition, arts integration lessons/units, and academic school-based assistance.
- S997** **Field Experience Program @ Boston Lyric Opera**
I wrote grants and developed language on participatory arts learning for BLO's education and community outreach programs.

Extracurricular: I worked as an extracurricular choir director for grades 5-12 at the Academy of the Pacific Rim (a charter school in Hyde Park) and as a soloist and section leader at Quincy Point Congregational Church in Quincy, which commissioned and premiered my latest a cappella choral work. I also sang with Cantilena, a non-profit women's choir in Arlington, and helped out occasionally with HGSE for Haiti. Using a text by an AIE classmate's daughter, I wrote a piece for the female vocal quartet Anthology that will be premiered later this spring. And I had three lines to sing in my first-ever opera, an all-a cappella version of *A Midsummer Night's Dream*, with OperaHub.

Student: JD

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Everything we did in this course related to the arts.
- A024** **Politics and Educational Policy in the United States (West)**
I researched and wrote a final paper on the historical trajectory, debate, and implications of national standards in arts education.
- A326A** **School Reform: Curricular and Instructional Leadership (Merseeth)**
Not arts-related.
- H107** **Introduction to Educational Neuroscience (Rose)**
I wrote a final paper analyzing current research on creativity, the arts, and the brain including dance, theater, music and visual arts.
- T210X** **Foundations of Urban Education (Levinson)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I researched and wrote an AFA proposal to build a non-profit organization that cultivated relationships and capacities between K-12 school administrators, educators, and teaching artists to support quality arts integration and interdisciplinary work within Boston Public Schools.
- A320** **Building a Democratic School (Nathan)**
I crafted a charter school with the arts (and their potential to contribute to a democratic culture) as a foundation. I considered the changes in classroom practice (including what it means to be a teacher or a learner) in a democratic environment that values the arts as a discipline and as a tool.
- A327** **Charter Schools: Issues of Practice and Policy in American Public Education (Merseeth)**
I addressed the “claims debate” through the advocacy of reconsidering public education with an eye towards the arts.
- A122** **The Why, What, and How of School, Family, and Community Partnerships (Mapp)**

Extracurricular: I worked as a research assistant to Steve Seidel (among other things, organizing his monthly ROUNDS meetings for educators on the HGSE campus); served as a consultant for the Boston Arts Academy (assisting two theater teachers with lesson, unit, and year-long planning); and volunteered as a student ambassador for the HGSE Admissions Office.

Student: CD

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Everything we did in this course related to the arts in some way.
- A019** **Education Sector Nonprofits (Honan)**
I took this course both to become a better board member (for an arts organization) as well as to gain leadership skills. I approached the work through an arts-lens, and my portion of my group final project and paper focused on arts-related nonprofits.
- H107** **Introduction to Educational Neuroscience (Rose)**
In my semester-long research project I investigated the neurological basis of “flow,” particularly in the context of art/design/craft (involving fine motor skills and visual processing with sustained attention).
- T440** **Teaching and Learning: “The Having of Wonderful Ideas” (Duckworth)**
A good deal of the semester was spent analyzing text and poetry. For our final fieldwork projects my partner and I continued in this vein, doing critical exploration of photography, primary documents, and stories.
- HT123** **Informal Learning for Children (Blatt)**
This two-week J-term course is media-based and requires an intensive project proposal. Along with three other AIEers and a TIE student, my group created a trans-media platform designed for tweens to create and reflect on stories in a variety of modalities.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
My proposal for a collaborative storytelling iOS app required literacy and gaming research. I considered the context for the application’s use, such as in theatre, songwriting circles, and other creative groups in addition to the obvious creative writing and English classes!
- S308** **Models of Excellence: Inspiring Students and Teachers with Outstanding Classroom Work (Seidel and Berger)**
I created a web-based exploration of a field-guide produced by kindergartners using the Common Core Standards as a framework. The central focus was their drafting process for illustrations.
- H370** **The Promotion of Social Development in Students and a Sense of Community in Classrooms (Selman)**
The course itself covers a good deal of visual and media literacy, and much of our discussions were guided either by television shows or children’s/YA literature. Both my mid-term and final projects had a focus on social art-making.
- DPI 360** **Social Capital and Public Affairs: Research Seminar (Putnam, HKS)**
While not directly arts-related, the learning around community organizing and the more sophisticated understanding of arts-related non-profits in the context of the city will be hugely helpful to me going forward.

Extracurricular: I worked as a research assistant on “The World in Portland Project,” a collaboration between the Portland, Maine, Public School District (K-12) and Veronica Boix-Mansilla’s team at Project Zero, to help students achieve global competency skills by the time they graduate high school—a project of special interest to me as a product of Maine’s public education system. I also continued to serve on the board of [SPACE Gallery](#), a nonprofit contemporary arts space in Portland; took photographs every day; and developed my web-design skills, recently acquiring a Gocco printer!

Student: DD

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
For each paper completed in S300 I wrote about an arts-related experience—as a practicing artist, an arts teacher, and as an arts learner.
- S305** **Museums and Learning (Tishman)**
My final project for this course was a qualitative research investigation into evaluation experiences at the Gardner Museum, specifically with the painting El Jaleo by John Singer Sargent.
- T440** **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
For my final field work I designed a curriculum teaching about the life and paintings of Caravaggio.
- T800** **Research and Evidence: Framing Scientific Research for Public (Grotzer)**
Because this course is about perception and cognition, I did a visual arts-related project for my final project.
- HT123** **Informal Learning for Children (Blatt)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I developed a proposal for an interdisciplinary research project about the arts and the sciences, researching the similarities in process between the two disciplines.
- T543** **Applying Cognitive Science to Teaching and Learning (Grotzer)**
I developed a museum-based curriculum and designed lesson plans for interdisciplinary art/science workshops.
- ENG20** **How to Design Things and Have Them Matter (Edwards & Altringer)**
I developed a product and prototyping plan for a design that addresses the effects of mediated human interaction through digital interfaces, and created a pitch and presentation for potential investors.

Extracurricular: I worked as a research assistant at Project Zero, evaluating artwork for Howard Gardner’s Developing Minds and Digital Media initiative, and contributed preliminary findings from that study at the Student Research Conference in April. I also contributed two paintings to the AIE student art gallery in Gutman Library.

Student: RE

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Over the course of the semester we explored art- learning experiences through multiple lenses: that of the field, the practitioners, the students, and the theorists. The papers were more focused on core elements of teaching and learning along with pedagogy and engagement in arts experiences.
- A019** **Education Sector Nonprofits (Honan)**
S305 **Museums and Learning (Tishman)**
As part of a final group project I conducted empirical research on museum experiences, focusing on the role of inquiry in learning about a non-western object (from a New Guinea tribe) housed in an anthropological museum.
- T440** **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
For my fieldwork project I led a critical exploration of family portraits (Cassatt, Ringgold, and Lange) with a 10-year old student. Our focus was on the manner in which the relationship between mother and child is represented.
- A101** **Native Americans in the 21st Century: Nation-Building I (Kalt)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
We explored the impact of policy on practice in the art education field (and considered how, ideally, the reverse would also be true); examined the ways in which research and advocacy work (or not) together; explored how, as practitioners, we also fulfill the roles of advocates and researchers; and, finally, considered our field in relation to others. I personally researched the connections between culture, identity, and art and devised ways of making those connections accessible to high school students.
- S522** **Analyzing Culture (Haste)**
In two separate papers I analyzed the art of rhetoric (I think it's fair to categorize rhetoric as an art) and the discourses employed in a museum exhibit at Harvard's Peabody Museum.
- A122** **The What, Why and How of School, Family and Community Engagement (Mapp)**
I designed an art museum-based family engagement program, connecting visual art to literacy.
- A102** **Native Americans in the 21st Century: Nation-Building II (Kalt)**

Extracurricular: I presented a poster on learning in museums at the Student Research Conference and developed an art history curriculum for University of Colorado-Upward Bound.

Student: LE

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
All of our work in this course related to the arts.
- A121** **Teaching and Learning: Links between Research and Practice (Boles)**
My final research paper for this course focused on the challenges of successful arts integration in U.S. schools.
- A162** **The Art and Science of Portraiture (Lawrence-Lightfoot)**
I studied the art (and science) of writing qualitative research papers. The final project for this course was to research and write a portrait of our own.
- H382** **The Problems Kids Have: Developmental, Cultural and Contextual Perspectives on Risk and Resilience (Lem)**
I did not do anything arts-related for this course.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
This semester included an examination of arts education-related policy and advocacy with a culminating project that focused on an arts initiative.
- T543** **Applying Cognitive Science to Learning and Teaching (Grotzer)**
For my final project I designed an arts curriculum that brought cognitive science research to a storytelling/multimedia middle school unit.
- H236** **Adolescent Development (Hill)**
In my final project for this class I worked with a group to assess the developmental and cultural appropriateness of the Boston Public Schools Arts Expansion Initiative.
- A810F** **Human Rights in Education (Tibbitts)**
- H811B** **Narrative and Memory in Early Childhood (Hayden)**

Student: BF

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
I wrote papers that connected my experience as a musician/music educator to my theories of learning and engagement.
- H175** **GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Gardner)**
My GoodWork research looked at using the digital media in the classroom in an ethical and excellent way. I interviewed fifth grade classroom teachers and elementary music teachers to compare the uses of the digital medial in an arts-based class to that of a general studies classroom.
- HT500** **Growing Up in a Media World (Blatt)**
I conducted a content analysis to look at the many uses of music in various televisions programs. In addition, for my final project I proposed a children's television show that features art, music, and theater history.
- S012** **Empirical Methods: Introduction to Statistics for Research (Tivnan)**
Although unrelated to the arts, this class helped me understand research projects that I had read for other classes.
- H123** **Informal Learning for Children (Blatt)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I developed a proposal for storytelling kits that helps youth tell stories through multiple art forms and that connect to a larger multi-media storytelling initiative called "The Plot."
- T523** **Formative Evaluation (Holland)**
I conducted a formative evaluation of the PBS news show Frontline.
- T581** **Advanced Design Studio (Kahle)**
I developed a fully functional application called "InterArt" to encourage deeper understanding of and connection with art in museums—particularly the Harvard Art Museums.

Extracurricular: I directed and facilitated the HGSE A Cappella group "Class Notes"; ran an afterschool jazz band in Brookline; gave giving private music lessons in various locations around Boston; worked for Fablevision as grant researcher and development assistant; and also worked at the American Repertory Theater as educational assistant editing educational toolkits for shows and developing new curricula.

Student: VG

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Everything in this course was arts-related somehow.
- A021** **Leadership in Social-Change Organizations (Mapp)**
I studied the organizational structure and success of Zumix, a youth-focused non-profit in East Boston.
- A107** **The Ecology of Education: Culture, Communities and Change in Schools (Lawrence-Lightfoot)**
- HT500** **Growing Up in a Media World (Blatt)**
For my final project I explored how to use television and other media to model youth engaged in social activism and to engage youth in social activism. This involved using music, spoken word, and theater as well as visual and performing arts.
- T210X** **Foundations of Urban Education (Levinson)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I developed a grant proposal for an online hub that uses the arts to engage high-school students in social activism.
- T530** **Designing and Producing Media for Learning (Blatt)**
I created a website that uses the arts to engage high-school students in social activism.
- T510L** **Assessing Technology-Based Programs for Adults (Holland)**
- S997** **Field Experience: Individual Work (Seidel)**

Extracurricular: I worked as a graduate assistant at both Arts @ 29 Garden and Educators for Social Responsibility, a local non-profit; did research at MIT's Media Lab for FEP credit; served as a graduate advisor for Speak Out Loud, an undergraduate spoken word group; performed at ArtsIMPACT's *Creating Heat* performance as well as the AIE Cabarets; and taught clarinet lessons at Berklee.

Student: JH

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
I read about arts learning theories and wrote papers reflecting on my identity as an arts educator, implicit learning theories, and engaging arts-learning practices.
- A019** **Education Sector Nonprofits (Honan)**
- S305** **Museums and Learning (Tishman)**
This course gave me the opportunity to conduct original research on how people respond to a math exhibit through a sculpture-making experience.
- T440** **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
I did my fieldwork exploring how a person learns to marble paper using inquiry-based methods.
- HT123** **Informal Learning for Children (Blatt)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
Adapting research on arts-integrated curriculum and museum interpretation, I developed a grant proposal to fund a series of hands-on art workshops that use science museum exhibits as inspiration.
- T543** **Applying Cognitive Science Research Principles to Teaching and Learning (Grotzer)**
Using cognitive science principles, I developed curriculum for a series of workshops that use science museum exhibits as inspiration for making art.
- VES138M** **The Walking Workshop (Mirra)**
Although this class was not focused on education, it gave me the opportunity to observe how one might shape a class using a combination of research and physical experience, in this case walking, to inform art making.
- S997** **Field Experience: Individual Work (Seidel)**
I reported on my work at the Museum of Science in Boston. (See below.)

Extracurricular: I interned in the exhibit development department at the Boston Museum of Science developing STEAM exhibits on the art and science behind computer animation, and I taught workshops for Harvard Freshman Arts Camp, Harvard-to-Harvard Arts Symposium, and Evidence of Wonder (Arts First Festival).

Student: VHD

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Throughout this course I reflected on my previous arts learning and teaching experiences through multiple lenses, identified my personal learning theories, and learned to observe signs of engagement through arts learning.
- A326** **School Reform: Curricular and Instructional Leadership (Merseth)**
This course gave an overview of powerful ideas and actions for American school reform. We were asked to write a paper identifying what we personally felt was the purpose of school and then designing a school that exemplified this purpose. For my final project I rewrote the words to four holiday songs to address the four themes of the course: Hats (different points of view), Maps (various connections to ideas across the landscape of school reform), Acts (different reform actions taking place), and Keel (my personal beliefs).
- T440** **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
For my final fieldwork in this course I facilitated three critical exploration sessions where my learner identified rhythm in different poly-rhythmic music and then developed his own documentation of that rhythm.
- H123** **Informal Learning for Children (Blatt)**
- MUS101** **The Choreography and Design of Partnership and Collaboration: Tools, Synthesis and Action (Lerman, FAS)**
I developed a professional development workshop entitled Creativity and Innovation in the Workplace: Self, Us, All. Through collaboration with classmates I designed and directed this workshop that featured movement, visual art, and team-building activities.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
Throughout the semester I researched and wrote a proposal for a collaborative arts integration program in Washington, DC. Our proposed program brought together classroom teachers and teaching artists to collaborate, mentor each other, and develop arts-integrated “action plans” to implement in DC schools.
- T131** **Teachers, Leadership, Power (Boles)**
For the culmination of this course I wrote an Op-Ed about school choice that focused specifically on how public schools respond when a charter school opens close by. I used an example of a performing arts charter school that moved in and resulted in the nearby public high school developing a fully functional dance studio in order to retain students.
- S308** **Models of Excellence (Seidel & Berger)**
In this course we examined the Common Core State Standards and created projects focused around how exemplary student work illuminated common core standards. I worked with the dispositional standard Modeling with Mathematics and a 6th grade project called the “character files” where students had to draft professional blueprints for a home for their fictional character.
- T543** **Cognitive Science in Learning and Teaching (Grotzer)**
Over the course of the semester I developed a detailed prototype of a three-day teacher training workshop focused around arts integration. My project included detailed lesson plans, background knowledge, understanding goals, and reflection on the need for this workshop.

Extracurricular: I served as a senator, representing the Arts in Education program on the HGSE Student Government; as an HGSE student admissions ambassador; and as an AIE representative on the HGSE Career Services Student Advisory Board. I worked as a Communications and

Curatorial Coordinator in the Arts in Education office; sang with the HGSE A Cappella group Class Notes and with a barbershop quartet called In the Mood. In the spring I also created and directed the first Harvard-to-Harvard Arts Symposium with a colleague from the Harvard Law School.

Student: RJ (1st year part-time)

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

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

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

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

S030 **Applied Regression and Data Analysis**

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

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

Student: BK

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
I wrote a lot about arts-related teaching experiences.
- S305** **Museums and Learning (Tishman)**
For our final research project, my partner and I conducted a survey at the Central Square Theater. We were looking for evidence of learning in a theater venue.
- T221** **Advancing the Learning and Teaching of English (Jacobs)**
For my final study project I researched how drama and drama-related activities can complement a creative writing curriculum.
- ENG175** **American Drama Since 1945 (Scanlan, FAS)**
I read a selection of Pulitzer Prize-winning (and other significant) plays from the last 50 years. For my final project, I wrote a one-act play.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
My team and I wrote a proposal for the Arts For All Foundation requesting funding for physical storytelling kits to be distributed to local afterschool programs. These kits will be an important branding and marketing tool for “The Plot” online initiative.
- ENG211** **The Making of the Early English Canon (Watson, FAS)**
In my term project I researched the pedagogical and curricular differences between Northern- and Southern-influenced literature and conceptions of chivalry during and after the US Civil War. In particular, I looked at editions and adaptations of Malory’s Morte D’Arthur.
- HKS** **Kennedy School of Government Module on Financial Management**
S997 **HGSE Field Experience Program**
I did an FEP at the Harvard Art Museums for course credit in the spring.

Extracurricular: I participated in a panel presentation for the Student Research Conference on “Witnessing Women of Will: Adapting Museum Learning Protocol for Live Theater Performance”; worked as a research assistant at the W.E.B. Du Bois Institute and as a circulation assistant at Gutman Library; and was a co-creator of “The Plot” online storytelling initiative.

Student: CK

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
S305 **Museums and Learning (Tishman)**
A117 **Implementing Inclusive Education (Hehir)**
T002 **Critical Race Theory in Education (Graves & Truong)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I worked on a semester-long proposal that synthesized work in research, policy, and advocacy to develop a studio-based program to develop civic engagement among underserved young adults.
- T313** **Gender and Sexuality in Education: School Climate and the Hidden Curriculum of Heteronormativity**
I explored how education programs for school groups perpetuate, enact, dissolve, and confront stereotypes about gender and heteronormativity at the Museum of Fine Arts
- A122** **The What, Why, and How of School, Family, and Community Partnerships**
For my final project, I developed a proposal joining the MFA and the Right Question Institute to increase a school's parent-teacher communication and collaboration through inquiry-based arts teaching.
- S997** **Field Experience Program**
I interned in the MFA's Gallery Learning department, where I researched and wrote educational materials for families, assisted with adult art programs, and worked to develop and implement art activities for family days. I didn't realize until just now how much this work seeped into every project I did this semester!

Extracurricular: I volunteered at the Isabella Stewart Gardner Museum; worked as a circulation assistant at Gutman Library (work study); facilitated the Learning Environments for Tomorrow 2012 conference (an executive education workshop for school administrators and architects held by HGSE and GSD); participated in numerous research projects for the Harvard Decision Science Lab; and adopted an English Bulldog—perhaps my most time-consuming and rewarding extracurricular!

Student: ALA

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
- S121** **Art and Understanding (Elgin)**
- S305** **Museums and Learning (Tishman)**
- T440** **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
- HT123** **Informal Learning for Children (Blatt)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I planned an ideal arts program that emphasized civic engagement with my group and helped to create a proposal for the project.
- S997** **Field Experience Program**
I interned at the Boston Day and Evening Academy as an arts project facilitator and wrote my final paper on my experience in that role.
- A113** **Urban Education**
I wrote my final paper on the exclusion of youth of urban, low-resourced backgrounds from the art world. I also researched the arts learning opportunities provided in urban schools and proposed an intervention in the form of a program that will focus on making the arts more accessible in terms of admittance into post-secondary arts institutions.

Extracurricular: I interned at the Boston Day and Evening Academy for my FEP internship, where I served as an arts project facilitator.

Student: GM

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
This course consisted of a veritable cornucopia of readings about arts learning and teaching, as well as papers that analyzed both.
- A111P** **Public Narrative: Self, Us, Now (Ganz)**
During this class I focused on many stories of my arts-centered life.
- A111Q** **Public Narrative: Conflict, Continuity, Change (Ganz)**
The second part of this module class was similar, as I continued work centered on arts teaching and studying.
- S121** **Art and Understanding (Elgin)**
I wrote a paper criticizing a museum, as well as analyzing the meaning of various forms of human expression.
- S123** **Tackling the Toughest Challenges for Modern American Higher Education (Light)**
This class had minimal arts content; my presence in the class could have been the extent of it. However, exposure of the teaching of Dr. Richard Light was absolutely an artful experience.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I wrote a proposal for a comprehensive web-based resource for Community Music.
- A027B** **Managing Financial Resources in Nonprofit Organizations (Honan)**
I wrote an analysis of the financial and organizational history of the Steppenwolf Theater of Chicago, Illinois.
- S997** **Field Experience: Individual Work**
I interned at Cambridge Rindge & Latin School with Dr. Elaine Koury, coordinator of visual and performing arts for the Cambridge Public Schools.

Extracurricular: I collaborated with AIE students and performed in the ArtsIMPACT event *Creating Heat* and at AIE cabarets; played with the Second Line Social Aid and Pleasure Society Brass Band at Cambridge's HONK! Festival, Occupy Boston, and other events; performed with Hungry Marching Band, also at the HONK! Festival; initiated a weekly, Thursday-evening program of [community music sessions at Somerville High School](#), consisting of an early session for small string instruments and a later session for horns; assisted members of the Second Line Social Aid and Pleasure Society Brass Band in teaching a middle school band class at Argenziano School in Somerville; organized a 'Trombone Swarm' in early May at South Station as part of Jazz Week; and lived in Lower Allston as a member of the Franklin Street Co-op.

Student: KN

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
During this class I learned and identified various theories of learning and discussed controversial topics such as the existence of creativity.
- A107** **The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)**
There are two essay exams based on the readings and lectures in the course. Although I reflected on arts learning experiences to complete the first exam, the topics are set and I was unable to refer specifically to the arts in the second exam.
- H175** **GoodWork In Education: When Excellence, Engagement and Ethics Meet (Gardner)**
I conducted a research study on charter school leadership. For this project I interviewed educators and leaders (including two school founders) from arts-related charter schools in Washington, D.C.
- S121** **Art and Understanding (Elgin)**
For this class I had to write two philosophy papers related to an arts topic of my choice. For the first paper I wrote about the Heidleberg Project, a public arts space in Detroit. The second was about ownership in graffiti art.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
In this class I worked with a team to research and design an arts-integration teacher training program.
- S308** **Models of Excellence (Seidel & Berger)**
In this class we researched how common core standards link to project-based learning. The project I researched incorporated language arts, social studies, and visual art.
- A327** **Charter Schools (Merseth)**
In this class I worked with a partner to design and write a prospectus for an arts-based charter school. This project forced us to think through various ways to incorporate meaningful and rigorous arts learning in all content areas and how to design school structures that support such learning.
- T139** **Investigating Learning and Teaching through Close Collaborative Examination of Student and Teacher Work (Blythe)**

Student: CN

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
In S300 we talked about art in every class—and we engaged in artistic responses in our weekly section meeting.
- A019** **Education Sector Nonprofits (Honan)**
I researched the effect of the No Child Left Behind policy in arts-related after-school (nonprofit) organizations.
- S121** **Art and Understanding (Elgin)**
In this class we discussed and analyzed many different artists and their work.
- S305** **Museums and Learning (Tishman)**
For this class I researched how various “learning interventions” affected learning process in an art museum.
- S997** **Field Experience: Individual Work (Seidel)**
I created a workbook as part of a language immersion curriculum as the final product of my FEP.
- T210X** **Foundations of Urban Education (Levinson)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
In this course we designed an arts organization (from mission and vision down to itemized budgeting and detailed timeline for the project).
- FAS 164x** **Dramatic Arts: Playing with the Material World (Bell)**
In this course we studied the history of puppets and puppetry from every continent. This called for visits to museums, puppetry shows, and artist lectures as well as research projects on different artists and traditions within the world of puppets.
- A327** **Charter Schools (Merseth)**
In this course we designed an arts-based charter school (Collaborative Arts Lab in Washington, D.C.).
- A108** **Strategies and Policies for Narrowing Racial Achievement Gaps (Ferguson)**
- H310M** **Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Victimization (Brion-Meisels)**

Extracurricular: I collaborated on a project with the Harvard Dance Program’s visiting artist Liz Lerman entitled *Healing Wars*; designed t-shirts for the International Education Policy program at HGSE; assisted HGSE’s Office of Student Affairs with Harvard University’s 375th anniversary parade; submitted my artwork for the Arts in Education student art gallery in Gutman Library; and attended many lectures and concerts both on and off campus. During the spring semester I also did a great deal of collaboration with the Cultural Agents initiative (from Harvard College and the Kennedy School of Government through professor Doris Somers), designing, planning, and executing various workshops open to all students in the Harvard community.

Student: NP

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
This is the core course for the AIE program. Arts-related research included readings that explored the role of arts education inside and outside the classroom, arts integration and interdisciplinary learning, the role of arts education in community engagement, and assessment of quality arts education.
- A124** **School Reform from the Outside In: The Roles of External Partners and Funders (Schwartz & Hoffman)**
This class was not focused on the arts, but two of my three main projects focused on foundation initiatives that invested in arts education—one focused on the Wallace Foundation and the other on the Ford Foundation’s Integrating the Arts and Education Reform Initiative.
- S121** **Art and Understanding (Elgin)**
This class focused on Nelson Goodman’s work in the field of aesthetics.
- MUS101** **The Choreography and Design of Partnership and Collaboration: Tools, Synthesis and Action (Lerman, FAS)**
Students in this course, with choreographer Liz Lerman, worked with methods traditionally used in choreography and investigated how they could be applied to their work across their respective disciplines, both in and out of academia. My arts-related work included choreographing a short dance solo and writing and performing in a trio that incorporated spoken word, movement, and vocal music.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I collaborated with classmate RJ on the design of a research project to explore and document the role of the music program “Play On, Philly!” in participants’ positive youth development.
- A122** **The What, Why, and How of School, Family, and Community Partnerships (Mapp)**
For my final paper I conceived of a school/family partnership initiative within the ICAN (Incredible Children’s Art Network) after-school music program in Santa Barbara, California.
- S522** **Analyzing Culture: Dialogue, Discourse, Theme (Haste)**
For one of my papers, I analyzed the rhetorical tools employed by President Kennedy during an address at Amherst College, in which he related the importance of the arts to a democratic society. In a group project, my classmates and I investigated the way a young actress described the goals of the play in which she was performing; the play was part of an AIDS prevention campaign in Swaziland.
- A027B** **Managing Financial Resources in Nonprofit Organizations (Honan)**

Extracurricular: I worked as production assistant for choreographer Liz Lerman’s piece, *Healing Wars*, at the Carpenter Center for the Visual Arts, a workshop production, presented as a work in progress, that demonstrated the potential of collaborations across Harvard—from dancers to screen printers to neurologists—but also of collaborations among theater professionals from Boston, New York, and Washington, D.C. I also sang in the Calliope Ensemble, a collaborative orchestra/chorus ensemble based in Boston; rehearsed and performed with the HGSE Class Notes; acted and participated in workshops at Harvard’s Strindberg Symposium; performed in *Breaking Boundaries: Arts, Creativity, and the Harvard Curriculum*; and took a modern dance class with Jodi Leigh Allen.

Student: JP

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
In this class I was able to conduct small group photography sessions for research on links between learning and engagement.
- A019** **Education Sector Nonprofits (Honan)**
I researched how arts non-profits operate and survive within the context of No Child Left Behind.
- A107** **The Ecology of Education: Culture, Communities and Change in Schools (Lawrence-Lightfoot)**
I focused on arts instruction used for the basis of engagement for whole-child education versus “schooling” and assessments.
- S997** **Field Experience: Individual Work (Seidel)**
I designed a dance/movement-based third grade science curriculum.
- HT123** **Informal Learning for Children (Blatt)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
For my Arts for All proposal, I researched the current number of Arts Specialists serving students in the city of Worcester, and developed an arts focused curriculum called cARTography that combines a sixth-grade standards-based curriculum with arts standards to produce high quality, artistic map-making projects.
- T530** **Designing and Producing Media for Learning (Blatt)**
I designed and e-published a digital graphic novel targeting middle school students in military families.
- A327** **Charter Schools: Issues of Policy and Practice in American Public Education (Merseeth)**
I designed and wrote a (draft) charter for “ARC Arts,” a charter school built around an arts-integrated, project-based learning curriculum with specific inclusion and a focus on the fine arts within the school day.
- T530** **Designing and Producing Media for Learning (Blatt)**

Extracurricular: I was part of Quasar—the Harvard University Ultimate Frisbee Team; narrator for *From the Bottom of Their Soles: Arts, Education and Achievement in an American Public High School*, a full-length feature documentary featuring Worcester’s Burncoat Dance Department; and a student assistant at Project Zero, responsible for designing murals and a map for PZ’s new office space.

Student: MP

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
T002 **Critical Race Theory in Education (Graves & Truong)**
T440 **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
MUS101 **The Choreography and Design of Partnership and Collaboration: Tools, Synthesis and Action (Lerman, FAS)**
A326A **School Reform: Curricular and Instructional Leadership (Merseth)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I was able to discuss, explore, and expand my practical and theoretical understandings of youth spoken word and hip hop in education.
AAAS142 **Hiphop and Don't Stop: Spirituality and Religion (Morgan, FAS)**
I was able to explore my interest in utilizing hip hop as an agent for mental, emotional, and spiritual wellness among students.
DIV 3100 **Twins in Myth & Religion (Patton)**
I am an identical twin, so that is why I took this course, but I conducted research for my final paper on how identical twin artists utilize art to explore their dual identity.
S997 **Field Experience: Individual Work (Seidel)**
I worked for Mass L.E.A.P. (Literary Education and Performance).

Extracurricular: I was a work-study research assistant for visiting Harvard dance artist Liz Lerman at Arts at 29 Garden, Harvard's newest art space dedicated to integrating the arts into Harvard curriculums, where I also helped produce events and shows, managed a mailing list, edited a newsletter, and coordinated inventory of arts supplies. I interned at MASS L.E.A.P. (Literary Education and Performance); served as the Harvard liaison and *Louder Than a Bomb* festival co-coordinator at this youth spoken word organization located in Greater Boston. I worked for the Anna Myer Dancers Company as youth coach and performer for *Hoop Suite*, a multi-genre production, including dancers, spoken word poets, violinists, cellists, and rappers, that was presented on Boston area basketball courts throughout Summer 2012. I presented at the PreEmptive Education Conference at NYU, at the Social Justice Workshops at HGSE, and at the HGSE Student Research Conference. With other AIE students, I helped organize a NotesforTrayvon Tumblr site that solicited responses from educators and community members to respond to the Trayvon Martin Tragedy. I really enjoyed being able to attend classes at HGSE, FAS, and HDS, and found the cross-disciplinary understanding not only gave me wider context for my own work, but also helped me feel like I was gaining knowledge of the wider Harvard University community.

Student: CP

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
All of the work done for this class was arts- and/or teaching-related.
- S121** **Art and Understanding (Elgin)**
For the first paper I analyzed a public graffiti exhibition and for my second and final paper I wrote about intent and function in art, drawing on Nelson Goodman's "five symptoms of the aesthetic."
- HT500** **Growing Up in a Media World (Blatt)**
For my final project I designed a music curriculum that delivers pro-social messages about global citizenship.
- A&S-3806** **Music 167r. Introduction to Electroacoustic Music**
For my final project, I composed and performed a "sound story," an arrangement of sounds based off a short story I'd written.
- HT123** **Informal Learning for Children (Blatt)**
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
For our AFA proposal I focused my research on digital media and teaching intercultural education through the arts.
- A122** **The What, Why, and How of School, Family, and Community Engagement (Mapp)**
For our final project I wrote a proposal for a cultural organizing class for youth entitled "Arts and Activism."
- MLD 377** **People, Power, and Change (Ganz)**
For my organizing project I helped to cofound an arts nonprofit organization called ArtsIMPACT International and at a fundraiser in May we raised \$500 dollars for it.

Extracurricular: I wrote music for Harvard Breakers (a breakdancing student organization) once a week and danced in one of their performances; led breakdance sessions at MIT twice a week; worked on an album with my group—and played two shows with them at local venues. I volunteered in the music program at the Boys and Girls Blue Hill Clubhouse in Roxbury and at the ZUMIX community arts center in East Boston.

Student: AR

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
In this course we learned how to identify theories of learning and teaching in the realm of arts education. We also took a closer look at terms that have become colloquial in the arts and education realms such as “imagination” and “creativity” to explore how we as arts educators define and use them.
- A107** **The Ecology of Education: Culture, Communities, and Change in Schools (Lawrence-Lightfoot)**
No arts-related research or writing for this course.
- A111P** **Public Narrative: Self, Us, Now (Ganz)**
The course was the study of the efficacy of a spoken narrative and the potential it has to mobilize groups of people with a call to action. For my final project in this class I delivered a narrative calling people to join The Hope Chronicles, an art and media project that seeks to uncover the hopes of people from different communities all over the world.
- S105** **Philosophy of Education (Elgin)**
After exploring the philosophies of John Dewey, my final paper focused specifically on viewpoints expressed in Child and the Curriculum and how they can relate to informal / interactive education in current educational settings.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
For our AFA proposal I focused on the design of a mobile learning environment with arts-based projects for students.
- H370** **The Promotion of Social Development in Students and a Sense of Community in Classrooms (Selman)**
My final project was the development of a year-long curriculum for an arts appreciation class that utilizes various methods of socio-emotional learning.
- S308** **Models of Excellence (Seidel and Berger)**
My final project utilized project-based student work that involved the blending of math and art.
- H236** **Adolescent Development (Hill)**
My final project was a product review of the developmental appropriateness of the Boston Public Arts Initiative.

Extracurricular: I worked as the art curator and gallery manager for HGSE’s Gutman Library for the 2011-2012 year, a work-study job that involved installing and marketing a new exhibition each month, coordinating an opening reception for each exhibition, and occasionally coordinating gallery talks. In the spring I co-managed the “Evidence of Wonder” project, HGSE’s contribution to the Harvard-wide Arts First festival.

Student: LR

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
In this course I wrote about my identity, values and goals as a teaching artist, my theories of learning as applied to arts learning experiences, and about how the literature we read in the course has influenced my desired impact on the field of arts education.
- S005** **Introduction to Educational Research (Tivnan)**
I wrote a research proposal and designed an online survey for a planned project investigating hospital staff, patients' and visitors' experiences with, and attitudes towards, therapeutic clowns.
- T440** **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
I wrote about the potential application of critical exploration to kinesthetic learning, and conducted fieldwork in which I taught beginning juggling using constructivist pedagogical tools.
- MUS101** **The Choreography and Design of Partnership and Collaboration: Tools, Synthesis and Action (Lerman, FAS)**
I wrote about the work of partnership in the context of therapeutic clowning, performed as clown in an evening of original dance designed in collaboration with three classmates, performed also in a multimedia dance piece investigating the study of spiders, and submitted documentation of the creative/collaborative processes of both performance projects.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I wrote a grant proposal for Bay Area BRIDGE, a collaborative performance project shared between three San Francisco Bay Area youth arts nonprofit organizations.
- A027B** **Managing Financial Resources in Non-Profit Organizations (Honan)**
I wrote a financial case analysis focusing on the development of Chicago's historic Steppenwolf Theater Company.
- A132** **Social Innovation and Educational Entrepreneurship (Reimers)**
I co-wrote a analysis of Expeditionary Learning as an innovative educational venture.
- H310M** **Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Victimization (Brion-Meisels)**
I created a proposal for a year-long bullying intervention program for middle schools featuring a collaborative, student-driven arts project/performance as a key component.
- T210X** **Foundations of Urban Education (Levinson)**
I wrote a detailed, comprehensive recommendation to improve a struggling charter school, focusing on implementation of both project-based learning and a specific arts curriculum designed in part to increase family and community involvement with the school.

Extracurricular: I was co-presenter of “Juggling: Joy and Learning Accessible to All” and of “Disrupting Hierarchies Through Art and Performance” at the HGSE Social Justice Workshops 2012; performed in the Harvard Strindberg Symposium; co-organized “Notes For Trayvon,” an HGSE Student Government Association-sponsored online forum in response to the Trayvon Martin tragedy. I continued work as managing editor for the American Youth Circus Organization’s quarterly journal, Pyramid and joined the AYCO’s committee for the Peggy Ford Award, created this year to support the advancement of young women in the field of clowning.

Student: YR

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice**
A162 **The Art and Science of Portraiture (Lawrence-Lightfoot)**
I created a portrait of audience reactions to Marina Abramovic's exhibition "The Artist is Present" at MOMA.
- HT500** **Growing Up in a Media World (Blatt)**
I developed a curriculum for integrating technology into arts classes like digital poetry, animation, and storytelling.
- A111P** **Public Narrative: Self, Us, Now (Ganz)**
A111Q **Public Narrative: Conflict, Continuity, Change (Ganz)**
A998 **Higher Education Internship Seminar (McLaughlin)**
S305 **Museums and Learning (Tishman)**
S999 **Special Reading or Research (Seidel)**
MIT-0167 **MAS.714J Technologies for Creative Learning**
I developed a website/game called Artconomy that allows students to create portfolios of their work online.
- HKS** **IGA-350M: Human Rights Advocacy Using Video and Related Multi-Media (Gregory, HKS)**

Student: MR

- S300 The Arts in Education: Learning In and Through the Arts (Seidel)**
Everything in this course related to the arts in some way.
- A809 Health and International Education (Jukes)**
For this class I developed a health intervention campaign in Quito, Ecuador, using Ecuadorian popular culture and Theater of the Oppressed to train professionals and community members, as well as to heighten awareness.
- S305 Museums and Learning (Tishman)**
I conducted a research study about museum experiences and perceptions of museum educators, students, and teachers.
- T440 Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
For my final fieldwork I deconstructed media and pop culture through a constructivist lens.
- S301 Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I developed a grant proposal for the creation of a research study in the city of Quito, Ecuador, to analyze people's perception of art, race, and ethnicity and understand the landscape of community art centers in the area, for the future development of an all-encompassing Community Arts Center and Innovation Lab in Quito.
- T543 Applying Cognitive Science to Learning and Teaching (Grotzer)**
I developed a theater curriculum, for an after-school community arts center in Quito, Ecuador, that includes a collaborative theater piece about Ecuadorian culture and its people.
- AH106 Promoting Learning in a Global Context (Jukes)**
I developed solution strategies in the Ecuadorian Elementary Public School System that incorporate collaborative art-making as a way to solve the misalignment that exist between a child's life in home and school.
- A810F Human Rights in Education (Tibbitts)**
I analyzed the common core standards of the Ecuadorian Elementary Public School System and developed strategies of incorporating a Human Rights based approach into the curriculum using the arts.
- HT123 Informal Learning for Children (Blatt)**
I developed an iPad civics game for elementary school children.

Extracurricular: I sang alto in the HGSE A Cappella group Class Notes; managed the costume crew for Liz Lerman's *The Healing Wars*; worked as house manager for Commonwealth Shakespeare Company and consulted to the company's Boys and Girls Club Educational Outreach Initiative; participated in the Reading Buddies program at the Amigos School; worked as stage manager and served on the planning committee for the HGSE Multicultural Festival; and worked as "paint charge" for the Boston College Contemporary Theater production of *Spring Awakening*.

Student: GSD

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
I developed my own learning theories on arts-based, informal, and interactive learning, with a particular focus on creative thinking.
- A608** **Leadership, Entrepreneurship, and Learning (Higgins)**
I tracked the creative seed of innovative thought used to move organizations such as schools and performance groups forward.
- S012** **Empirical Methods: Introduction to Statistics for Research (Tivnan)**
T440 **Teaching and Learning: The Having of Wonderful Ideas (Duckworth)**
I honed my arts skills by teaching bookmaking for my final fieldwork project, focusing on the tangible aspects of the reading experience and visual learning.
- BUS-6582** **Field Course: Social Innovation Lab (HBS)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I worked to develop physical story-building kits (cartooning/sketching, film, photography, and journaling) as a larger piece of our storytelling project. Additionally, I co-ran a section (with concept mapping!) on different kinds of research that could be applicable in the arts.
- HT123** **Informal Learning for Children (Blatt)**
With help from the folks at Sesame Workshop, I worked with fellow AIEers and one TIEer on an interactive, multi-art form storytelling and building site for tweens that went alongside a TV show that showcased five tween creators. We proposed and pitched this idea to a panel of media-ed experts.
- T560** **Universal Design for Learning (Rose)**
In UDL, I worked with a team to develop an interactive scavenger hunt-like professional development called “Questify” which takes teachers through exercises on ‘neighborhood mapping.’ We provided options for all kinds of learners to access the website and materials and created a visually stimulating map that the group can add to and that students can later add to. I also wrote about how the arts can facilitate creating multiple entry points for learners.
- T510L** **Assessing Technology-Based Programs for Adults (Holland)**

Extracurricular: For my work-study I worked as head researcher for the Harvard College course “The Innovator’s Practice” with Dr. Beth Altringer. I tracked problem solving, idea generation, and creativity as the students honed their own innovations, and I researched literature for creativity psychologist Dr. Beth Hennessey to help inform the building of a university in Singapore. I also started the Crimson Cooking Club for all Harvard graduate students and played on the Harvard Women’s Ultimate Frisbee Team. I interned in the Joan Ganz Cooney Center at Sesame Workshop on Latino families and digital media; started a storytelling website as a social venture with a group of three other classmates with space at the Harvard Innovation lab, winning second place in the Ed Innovation Pitch Competition and being named semi-finalists in the Harvard Social Venture competition. I also coordinated and presented on a “Creativity Dissected” roundtable for the Student Research Conference.

Student: AT

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
In this course I wrote about identity, learning theory, engagement, and the alignment of theory and practice from my perspective and experience as an artist educator.
- A021** **Leadership in Social-Change Organizations (Mapp)**
In this course I wrote a personal case study about a leadership challenge I faced in an arts leadership position. This was followed by an analysis of that case focusing on leadership theory.
- T800** **Research and Evidence: Framing Scientific Research for Public Understanding (Grotzer)**
For this course I researched and wrote on two topics: flashmobs and inattentive blindness. This culminated with an analysis of two national arts and education awareness campaigns through the lens of conceptual change.
- DES-0002** **VIS 0248200: Art, Design and the Public Domain (Wodiczko, GSD)**
My course investigation, Plinth Talks, was a self-designed, site-specific art intervention at war memorials in Cambridge. This social experiment and performance framed an inquiry about the end of the Iraq war, the troops' return home, and the role of average citizens in post-war healing.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I collaborated on The Telescope Project, a proposal for a cross-sector, project-based, professional development model that connects and empowers agents of arts and education across local and national divides. Similar to a cultural exchange program, TTP brings together experts in arts production with experts in pedagogy to create a systems-level collaborative professional development exchange. Participants share their strengths and hone best practices through the creation with middle and high school students of a large-scale arts event for their city.
- A113** **Urban Education (Diamond)**
I conducted research on cultural climates in urban school and the urban design concept of 'placemaking' triangulating the two fields as groundwork for a proposal for an academic and cultural initiative to frame School Graduation Ceremony as public cultural event.
- H370** **The Promotion of Social Development and Community in the Classroom (Selman)**
I crafted a proposal for a pilot program that integrates the teaching and learning philosophy of study abroad and project-based arts learning to produce a pilot program, Our Present Moment, that will serve the social, artistic, and civic development of middle school students by relocating these philosophies within and between Chicago public school classrooms.
- HDS 2806** **Eye Contact, Ethics, and Interbeing (Stern)**
I conducted research in cultural anthropology, philosophy, and psychology to write a paper exploring how rite of passage ritual provides a framework for participants and audience to experience inter-subjectivity in the Audubon School's student-authored spring spectacle ceremony.

Extracurricular: I worked as a research assistant to Steve Seidel at Project Zero on "Talking to Artists who Teach." I exhibited in the Arts in Education art show and in the International Education Art show in Gutman Library. I also led a site-specific installation workshop for the New England Consortium of Artist-Educator Professionals annual conference; assisted Liz

Lerman with her project *The Healing Wars*; and worked as an arts entertainment presenter with Redmoon at the Nantucket Project. At the HGSE Social Justice Conference I led a workshop on “Disrupting Hierarchy Performance.” And in the spring I co-directed the “Evidence of Wonder” project for the Arts First Festival at Harvard.

Student: AT (1st year part-time)

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Everything in this class is related to the arts. Of particular artistic focus for me were the conversations where we defined roles and thought about the place of the artist in education.
- S121** **Art and Understanding (Elgin)**
My first paper studied how art functioned in a particular museum to advance knowledge. Much of my other writing dealt with looking at student work in terms of what we can know cognitively about the student.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
I created a proposal to build a national model for artists to address civic engagement through arts integration in schools. The proposal included research, an implementation plan, budget, work flow, and a public presentation.
- MIT**
21W.771 **Advanced Poetry Workshop (Funkhouser)**
I went back to my roots as poet and took an advanced poetry workshop with scientists. After over 10 years of teaching creative writing, it was great to work as a writing student again. In addition to stretching and revising my own writing process, I also spent a lot of time thinking about the pedagogical choices of my instructor and the incorporation of the arts into the curriculum of full-time scientists.

Extracurricular: I worked full time at the Silk Road Project, running all their K-12 education projects, specifically Silk Road Connect in Boston and New York, and creating and facilitating professional development for teachers. I also worked to plan and deliver a summer institute, in collaboration with HGSE, for artists and educators called The Arts and Passion-Driven Learning, where I will present several workshops this summer.

Student: TT

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
Everything in this course related to the arts in some way.
- A326** **School Reform: Curricular and Instructional Leadership (Merseeth)**
Throughout this course, we were required to make connections between school reform theory and practice; thus, all of my writings and projects for this class described the practice of arts education in terms of the reform theories studied.
- S012** **Empirical Methods: Introduction to Statistics for Research (Tivnan)**
This course had no writing or research connection to the arts in education, but it will be a useful tool in preparation for doctoral study and future research.
- S121** **Art and Understanding (Elgin)**
All of the reading, analysis, discussion, and writing for this course surrounded the philosophy of art. Throughout the course, we discussed—in depth—the philosophical implications for the arts in education.
- S710B** **Observation and Participation in Qualitative Research (Louie)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
Through a semester-long grant proposal project, I explored an arts organization's explicit commitment to social change and proposed a new organizational model by which to strengthen this commitment.
- A108** **Strategies and Policies for Narrowing Racial Achievement Gaps (Ferguson)**
This class challenged me to better understand the impact of the racial achievement gap in all areas of social development. Perhaps most relevant to my work: the persistent gap in opportunity, access, and positive outcomes for racial minorities involved in community programs targeted towards social change/justice. My midterm and final project for this class involved the creation and proposal of a nationally-broadcasted, documentary-style, mini-series which highlights the racial achievement gap in American education.
- T139** **Student Work as Evidence: Investigating Teaching and Learning (Blythe)**
As the title suggests, this course allowed me to better understand the role of collaboration, documentation, inquiry, research, and work in educational practice. My final project involved the documentation of student work in my kindergarten music classes, a collaborative inquiry process with my colleagues, and the investigation of this inquiry question: Does “solfège” in kindergarten choral instruction impact students’ ability to match pitch, sing together, and learn melody?
- T313** **Gender and Sexuality in Schools: School Climate and the Hidden Curriculum (Deckman)**
The course opened deep conversations surrounding gender, sexuality, heteronormativity, and intersectionality and their relation to our work with youth. My final project sought to analyze the emergent themes from the It Gets Better Project and create an intervention which uses the project’s videos as the intervention’s core material.

Extracurricular: I was a teaching fellow with the Boston Children’s Chorus, teaching two upper-level choral ensembles and starting a collaborative inquiry group to explore the documentation of students’ musical work. I also worked part-time with the Metropolitan Opera’s Urban Voices initiative as a choral teaching artist for grades K-1. In December, Massachusetts Music News—the peer-reviewed journal of the Massachusetts Music Educator’s Association—published my article titled “Urban Music Education.” I presented some of this elective research—“The Arts, Change, and Justice”—at the Harvard-to-Harvard Arts Symposium.

Student: JW

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
In this course I analyzed learning theories while creating arts, in both informal and formal learning settings.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
A024 **Politics and Education Policy in the United States (West)**
I researched the effects of education assessment policies on arts education.
- S504** **Introduction to Qualitative Research (Fong)**
I conducted a qualitative research on youth who attend Boston Public Schools and compared their learning experience in schools versus their arts after school programs.
- T210X** **Foundations of Urban Education (Levinson)**
HKS-0031 **SUP-201 Poverty and Social Policy (Edin, HKS)**
For this class I studied policy analysis on arts after school programs and their impact on student autonomy and social development.
- S301** **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
This class provided me with a critical opportunity to reflect on my strategies to act out my personal philosophy and goals in arts education.
- A108** **Strategies and Policies for Narrowing Racial Achievement Gaps (Ferguson)**
This class gave me a framework for looking at policy and practice in youth development, especially in the hip hop interventions for youth.
- A122** **The Why, What, and How of School, Family, and Community Engagement (Mapp)**
In this class, I was able to learn in what ways art events on campus can act as a vehicle to improve parent and community engagement.

Extracurricular: I was a feature spoken-word performer the Cornerstone Easter Service in Boston; at True Voices, a spoken word Christian event in the Bronx; and at Spoken Life, a similar event in Southside, Chicago. I worked as a resident artist at the Dance Complex in Cambridge; published poems in the HSGE *ALANA Anthology*; and worked to finish up my first poetry chapbook!!

Student: MZ

- S300** **The Arts in Education: Learning In and Through the Arts (Seidel)**
S301 **The Arts in Education: Research, Policy, Advocacy, and Practice (Seidel)**
A027 **Managing Financial Resources in Nonprofit Organizations (Honan)**
T006 **Adult Development (Kegan)**
I wrote my final paper on the development of the great Canadian playwright, director, and actor, Robert Lepage.
- A608** **Leadership, Entrepreneurship, and Learning (Higgins)**
T402 **Group Learning (Wilson)**
H112 **Cognitive Science and Education (Luk)**
I did a final project about a cognitively-informed curriculum to educate high school students about abuse that involves theatre/roleplay.
- S999** **Independent Study (Seidel)**
I designed a course syllabus for a course called “Using Theatre to Teach Public Speaking in Higher Education Settings” and wrote papers with the theme of using theater arts to teach people communication and presentation skills.

Extracurricular: I participated in Tim Miller’s workshop with a public performance of a brief, original solo performance and directed a reading of my own *Red Flags*, a play about emotional abuse, with some fabulous HGSE students!