

PROJECT ZERO

STUDENT OPPORTUNITIES/POSITIONS 2016-2017

Agency *by* Design II (AbD II)

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EcoLEARN

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Project Zero Core Support

ROUNDS

Project: **Agency by Design II**

Job Title: Research Assistant

Hours: 10 hours/week

Pay: Graduate work-study rate

Contact: Jessica Ross, jessicarospz@gmail.com

Agency by Design II (AbD II) is a follow up investigation to the first phase of research conducted by the [Agency by Design](#) team at Project Zero. Wherein the first phase of AbD's research explored the promises, practices, and pedagogies of maker-centered learning, this next phase of research is geared towards developing documentation and assessment strategies that connect to AbD's framework for maker-centered learning. Our work is guided by three questions: How can learners make visible their ability to [look closely, explore complexity, and find opportunity](#)? How can teachers qualitatively measure students' performance within the realm of these three core maker capacities? How can we collaborate with students and teachers to design a suite of practical documentation and assessment tools best suited to the development of "[maker empowerment](#)?"

AbD II is a multi-pronged research effort, including literature reviews, interviews and case studies, and action-based research in partnership with a community of k-12 maker educators and after-school instructors in Oakland, California.

The project is looking for a graduate work-study student to contribute to several aspects of the project, with special focus on managing a review of pertinent literature and helping the team organize and code data collected from the project's work with its teacher partners. Other responsibilities may include working with social media related to the project (e.g., blog, Instagram/Twitter feed, website, etc.), and providing general administrative assistance.

Candidates should have strong analytic and verbal communication skills, be comfortable working independently, be a strong team player, and have some research experience. Familiarity with the maker movement/maker-centered learning, a range of assessment and documentation strategies, and experience with qualitative coding software are a plus.

Project: **Creating Communities of Innovation (CCI)**

Job Title: Graduate Student Research Assistant (1 position)

Hours: 8 hours per week, fall and spring semester

Pay: Graduate work-study rate

Contact: Andrea Sachdeva, (andrea_sachdeva@gse.harvard.edu)

Creating Communities of Innovation (CCI) is a multi-year study pursuing new approaches to educational innovations with 52 teachers and administrators working in seven of the forty-two schools within the GEMS Middle East/North Africa/South Asia (MENASA) network. Through a process of joint inquiry, the project considers how researchers might partner with educators and administrators to create scalable tools for innovation within a network of schools, and how such a network could be used to develop and sustain innovations that truly add value to teaching and learning.

CCI will be looking for one HGSE student (preferably work-study eligible) to join our team from September 2016 – May 2017. Supervised by the Senior Project Manager, the Research Assistant’s primary focus will be on collecting, managing, and synthesizing project documentation submitted weekly by project participants (e.g., voice and video memos, photographs, conversation notes, online content). Additionally, the RA will catalogue documentation received and make recommendations to the research team about specific documentation artifacts that will support authoring of case studies and other project materials. As needed, the RA will support management of new pilot sites that may become involved in the project.

Please contact Andrea Sachdeva (andrea_sachdeva@gse.harvard.edu) to find out more.

Project: EcoLEARN**Job Title:** Research/Lab Assistant (2-3 openings)**Hours:** 10-15 hours/week**Pay:** Graduate work-study rate**Contact:** Dr. Shari Metcalf (shari_metcalf@gse.harvard.edu) or Dr. Tina Grotzer, tina_grotzer@harvard.edu

EcoLEARN (ecolearn.gse.harvard.edu) refers to a set of projects that use technology to teach ecosystems concepts. A primary focus right now is on EcoXPT, an extension of a technology-based curriculum called EcoMUVE, where students explore a Multi-User Virtual Environment or MUVE, representation of a pond ecosystem to understand ecosystems and causal dynamics. EcoXPT advances this earlier work by developing ways for students to conduct experiments within the virtual world and to see the results of those experiments. We have built and are testing curriculum for middle school students to help them learn to more deeply understand ecosystems patterns and the strengths and limitations of experimentation in ecosystems science.

Job Description

We are seeking graduate work-study research assistants with some or all of the following interests and experience:

- interviewing middle school students;
- teaching;
- paper writing and presentation;
- knowledge and skill in working in school environments;
- interest in learning data scoring and analysis techniques;
- good communication and organizational skills; or
- experience with videotaping and video editing.

The Research/Lab Assistant will assist with tasks related, but not limited to,

- Data collection
- Data analysis
- Transcribing
- Assist with day-to-day operations
- Preparing documents for scoring

May include some travel to school sites. There is also work on other EcoLEARN projects. If you think that you may be interested, please contact us and we will describe the various positions.

Project: **International Schools Victoria-Project Zero Connect**

Job Title: Research Assistant

Hours: 5-10 hours

Pay: Undergraduate *or* Graduate student rates, based on experience; work-study preferred.

Contact: Matt Riecken, matthew_riecken@harvard.edu

Project Zero Connect is currently seeking a **Research Assistant (RA)** for approximately 5-10 hours a week for the full school year. The RA will support a senior researcher who is investigating online instructional course delivery systems and assessment building on Project Zero's online course pedagogical frameworks. In addition, the RA will support the development of materials for a new online course on governance in schools. Further, the work will include supporting the design of an organizational system to build instructional and staffing capacity to facilitate online learning. This project is funded by the Independent Schools of Victoria (Australia) and the work will engage staff and leaders in that school network (240 schools).

Qualifications: Experience or interest in online learning, strong organizational skills and strong interpersonal and written/oral communication skills. Experience with online learning platforms, familiarity with PZ and knowledge of course topics, and prior teaching assistant experience is desirable.

To Apply: Please send a brief cover letter and resume by Friday, September 4, 2016 to Matt Riecken, Digital Learning Specialist, Project Zero, matthew_riecken@harvard.edu

Project: **The Family Dinner Project (TFDP)**

Job Title: Research Assistant Intern (1 position)

Hours: 10-20 hours/week

Pay: Graduate work-study rate

Contact: Cindil Redick, cindil@thefamilydinnerproject.org

The Family Dinner Project (TFDP) is a non-profit program whose mission is empower families to have more and better quality family dinners by building a movement of food, fun and conversation about things that matter.

TFDP is seeking outstanding applications for a part-time (10-20 hours/week) research assistant intern. Under the guidance of faculty from the Harvard Graduate School of Education and Harvard Medical School, the intern will take an active role carrying out research on shared meal habits of families living in the United States. The intern will assist in data collection and analysis, collection, curation and organization of materials, and maintenance of research project administration.

This is a multidisciplinary project, and candidates from all backgrounds, including social and behavioral sciences are encouraged to apply. This position is ideal for graduate students or recent graduates who are interested in gaining research experience before going on to medical or graduate school.

Duties & Responsibilities:

- Assist with recruitment, interviews and data collection
- Assist with academic research
- Maintain research data
- Meet regularly with TFDP's research team to discuss research assignments
- Prepare literature reviews
- Prepare materials for HSRB (Human Research Subjects Board) review
- Attend project meetings
- Prepares reports and presentations (as needed)
- Performs routine administrative duties for project

Qualifications:

- Enthusiastic about research on family dynamics, shared meals, and behavior change
- Must be motivated, organized, and possess good communication skills
- Prior experience with academic research, including behavioral research, a plus

To apply for this opportunity, please send a CV and cover letter to Cindil Redick (cindil@thefamilydinnerproject.org) by **Friday, September 2nd**.

Project: Learning Innovations Laboratory (LILA)

Job Title: Project Documentation Specialist (2 positions)

Hours: 2-8 hours/week (flexible), fall and spring semester

Pay: Undergraduate OR Graduate; work-study preferred

Contact: Marga Biller, marga_biller@harvard.edu

The Learning Innovations Laboratory (LILA) at the Harvard Graduate School of Education's Project Zero is a consortium of twenty global Chief Learning/Innovation Officers from twenty non-competing organizations who convene quarterly at Harvard, with researchers and faculty, to learn from and with one another on topics of human creativity and learning. In 2016-2017 the LILA community will explore emerging research and practices on the theme of *Adaptive Cultures: How institutions set conditions for success*. Current LILA members include leaders from Bechtel, Cigna, Cisco, GEMS, , Independent Schools of Victoria Australia, E-bay, MasterCard, Swanee Hunt Alternatives Fund, Sapient, Steelcase and Deloitte.

The project is seeking two work-study students for two semesters to work closely with the LILA Project Director to support the members' learning. The candidate must be available to support LILA gatherings on the following dates: October 19-20; January 23-24 OR January 31-February 1, TBD; and April 12-13, 2017. (*Optional attendance at final gathering, June 6-7, 2017.) The project documentation specialist will assist the LILA team by:

- Documenting presentations and small group conversations during the three in-person gatherings
- Documenting member interviews
- Taking detailed notes to be converted into research memos by the Project Director
- Conducting literature review of articles required in support of LILA theme development
- Identifying potential new members for LILA
- Participating in LILA team program design discussions

In addition to the documentation responsibilities, the intern will have the unique opportunity to be an integral part of the LILA team. S/he will be able to participate in weekly team meetings to discuss, design, and prepare gatherings. S/he will support the team and LILA members during gatherings. S/he will be exposed to real-world organizational learning challenges through expert presentations and member discussions.

Candidate should have strong analytic and verbal communication skills; fluent familiarity with Harvard's electronic library databases; and an interest in adult learning, organizational development and collaboration. Familiarity with business, organizational learning and training practices is highly desired.

Project: Learning to Think, Thinking to Learn Project (LTTL)

Job Title: Research Assistant (1-2 positions)

Hours: 10 hours/week fall and spring semester

Pay: \$18/hour.

Contact: Terri Turner, terri.m.turner@gmail.com

Learning to Think, Thinking to Learn (LTTL) is a three-year project that seeks to develop the ability of students at Mandela International Magnet School (MIMS) in Santa Fe, NM, as thinkers and learners. To accomplish this, the project draws on the extensive research of Project Zero related to thinking, learning, and teaching for understanding, including the work of Ron Ritchhart on promoting thinking through the use of “thinking routines” and by helping teachers to establish a classroom culture that supports thinking and Veronica Boix-Mansilla, whose work focuses on the development of global competence. By focusing on equipping students with both the tools and dispositions needed to be effective thinkers and learners, the project seeks to elevate the standard of learning in SFPS while demonstrating the power of a rigorous and engaging curriculum. The project aims to serve as a model of best educational practice from which others might learn.

The project is looking for one, possibly two, graduate work-study students for the following tasks: reviewing this past year's literature review of related key conceptual competencies (e.g. making connections, perspective taking and reasoning with evidence), **writing case studies to help ground some or all of these key competencies**, data entry, coding, and analysis; and pilot testing of measures. The research assistant will also be expected to provide general administrative support for the project as needed.

Candidate should have strong analytic and written communication skills, and be comfortable working independently. Some research experience is strongly preferred.

Project: **Out of Eden Learn (OOEL)**

Job Title: Graduate Student Research Assistant (2 positions)

Hours: 6-10 hours a week, fall and spring semester

Pay: Graduate work-study rate

Contact: Liz Dawes Duraisingh, (liz_duraisingh@gse.harvard.edu)

Out of Eden Learn (OOEL) is an online learning community affiliated with Out of Eden Walk, a 21,000 mile journey on foot around the world by journalist and National Geographic Fellow Paul Salopek. Developed by Project Zero, OOEL is designed to foster cross-cultural inquiry and exchange among school-aged youth across the globe. We will be looking for two HGSE students to join our team in September, 2016. The work will involve working with a large and evolving data set of student work and assisting with data organization, management, coding, and analysis. Some assistance with general project administrative task will also be expected. The position offers the opportunity to work collaboratively with other team members and make meaningful contributions to Out of Eden Learn’s expanding online learning community. There may also be opportunities for creative contributions (e.g. multimedia products). Students do not necessarily have to qualify for work study.

Please contact Liz Dawes Duraisingh (liz_duraisingh@gse.harvard.edu) to find out more.

Project: **Out of Eden Learn (OOEL)**

Job Title: Graduate Student Research Assistant (1 position)

Hours: 8-10 hours a week, fall semester

Pay: Graduate work-study rate

Contact: Shari Tishman, shari_tishman@harvard.edu

Out of Eden Learn (OOEL) is an online learning community affiliated with Out of Eden Walk, a 21,000 mile journey on foot around the world by journalist and National Geographic Fellow Paul Salopek. Developed by Project Zero, OOEL is designed to foster cross-cultural inquiry and exchange among school-aged youth across the globe. OOEL will be mounting a multimedia exhibition of student work in Gutman Library for the month of October. The works have been created by K-12 students around the world who are participating in the OOEL program. The project is looking for an HGSE student to help with all aspects of the exhibition, including assistance with selecting, printing, mounting and hanging student work, organizing and overseeing interactive visitor experiences related to the exhibit, and eventually dismounting and storing the exhibit. The position offers the opportunity to work collaboratively with other OOEL team members, attend weekly team meetings, and make meaningful contributions to the Out of Eden Learn project. There may also be opportunities for creative contributions (e.g. multimedia products). This is a fast-moving project with intensive demands during the months of September and October. Candidates with administrative and curatorial experience related to gallery exhibitions are particularly encouraged to apply. Students do not necessarily have to qualify for work study.

Project: Project Zero Core Support**Job Title:** Project Assistant (1 position)**Hours:** 7-10 hours/week**Pay:** Graduate; work-study preferred**Contact:** sarah_alvord@harvard.edu

The Project Zero Core administrative team is looking to hire a graduate student for assistance with preparation for PZ's 50th anniversary (academic year 2017-18). Tasks will include database management, communications and outreach support, attendee and RSVP management and other project coordination activities. Further support of PZ's operational unit will include making photocopies/scans and assisting with special event preparations.

Candidate must be prompt, able to work independently, and have great communication and organizational skills with strong attention to detail. Experience with event coordination is recommended.

Project: ROUNDS & other small research initiatives

Job Title: Graduate Student Research Assistant

Hours: 8-10 hours/week

Pay: Graduate work-study rate

Contact: Scott Ruescher at scott_ruescher@harvard.edu

This position has two components:

1. Assisting a faculty member (Steve Seidel) with small research initiatives. Tasks include literature and web searches with responsibility for producing summaries of relevant materials; preparation of materials for grant proposals; regular check-in meetings; responding to inquiries regarding on-going research initiatives; and tasks related to advancing emerging research agendas. Current research initiatives include: Models of Excellence: A Digital Archive of Student Work; Talking with Artists Who Teach; SITA (Social Integration Through the Arts: A Latin American Network of Cultural/Educational Organizations and Their Leaders); Sugar Hill Children's Museum of Art and Storytelling.

2. Assisting in the organization of monthly group meetings of local educators at the Graduate School of Education, sponsored by Project Zero and called ROUNDS. This is an excellent opportunity for people interested in the close examination for student work and educators' professional practices. This position includes attending the meetings, logistic planning, and mailings. Participation is welcome.

Project background: ROUNDS is a monthly meeting of local educators and reflective practice. The group meets on the first Saturday of the month at the Harvard Graduate School of Education and is sponsored and led by Project Zero. Steve Seidel, the Principal Investigator of this project, is also a former Director of Project Zero and the current Director of the Arts in Education Program. *Duties & Responsibilities:* This position involves assisting with the organization and preparation of the ROUNDS monthly meetings. The position includes setting up the meeting room, receiving the catering delivery, communicating with the distributors, tape recording each session and room clean-up following each session/returning of equipment.

Job Requirements:

This position requires a commitment of 8-10 hours a week, including one Saturday per month (typically the first Saturday of the month) from 8am to 1pm. Must check in with PZ supervisor during the week prior to each monthly meeting about special requirements for the session. Also, must check-in in person on the Friday before each monthly meeting to gather materials for Saturday morning. Must be absolutely and unfailingly prompt, gracious, good-spirited, well-



organized, and comfortable working independently. Must have excellent analytic and writing skills and experience in arts education practice and/or administration.