



PROJECT ZERO

July 2014 - June 2015 Annual Report

Please visit pz.harvard.edu for more up-to-date information

LETTER FROM THE DIRECTOR

It is my pleasure to share the Project Zero (PZ) Annual Report for FY2015 (July 2014 – June 2015). Its aim is to share top-level updates and information about the progress of PZ with a wide audience of researchers, educators, and funders.

Founded at the Harvard Graduate School of Education in 1967, PZ began investigating aspects of cognitive processing in the arts. Insights gained from these seminal studies led the center to expand its focus to include broader aspects of human potential such as intelligence, learning, critical thinking, and creativity. PZ continues to build on its rich tradition of work by posing fundamental questions of human potential as they relate to contemporary issues facing an array of educational settings, such as schools, families, museums, and businesses.

As PZ looks to celebrate its 50th Anniversary in 2017 – an unprecedented span at Harvard University for a research center that depends solely on grants and contracts – I hope this document gives you a glimpse into how PZ continues to be a vibrant center for research and catalyst for change in the field of education.

- QUICK FACTS 3
- ACTIVE RESEARCH PROJECTS 4
- HARVARD UNIVERSITY ACTIVITIES 10
- DIGITAL OUTREACH 12
- INSTITUTES FOR EDUCATORS 13



D. Wilson

Dr. Daniel Gray Wilson
Director, Project Zero

QUICK FACTS

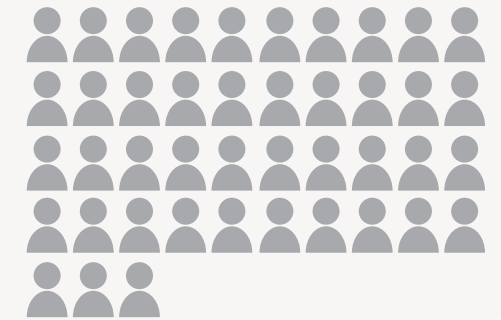
Directed **19** active and ongoing research projects.



Published **26** new books, chapters and scholarly articles



Engaged **43** HGSE Students as researchers at the doctoral, master's and undergraduate, or artist-in-residence level.



PZ researchers taught **10** graduate courses at the Harvard Graduate School of Education (HGSE), enrolling 367 students.



Hosted **6** PZ institutes involving nearly **1,350** educators from around the globe.

Received **9,500** Twitter followers,

4,600 Facebook likes,

&

238,000 website visits.

Enrolled **2,600** educators in **8** PZ online courses hosted by HGSE's Programs of Professional Education (PPE).

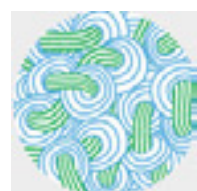
Developed new PZ logo and website

ACTIVE RESEARCH PROJECTS



Agency by Design (AbD) Investigating the promises, practices, and pedagogies of maker-centered learning.

- Funder: Abundance Foundation
- pz.harvard.edu/projects/agency-by-design



Causal Learning in the Classroom (CLiC): Investigating how our causal assumptions influence our understanding of the world and helping learners to reason about complexity.

- Funder: National Science Foundation
- pz.harvard.edu/projects/causal-learning-in-a-complex-world

Cultures of Thinking is a collaboration with Bialik College in Melbourne, Australia. The project looks at the process of creating a school-wide culture of thinking that supports the development of students' thinking dispositions.

- Funder: Bialik College
- pz.harvard.edu/projects/cultures-of-thinking



ACTIVE RESEARCH PROJECTS CONT'D

EcoXPT is a new project being designed to work alongside EcoMUVE to support experiment-based inquiry in immersive virtual environments.

- Funder: National Science Foundation
- pz.harvard.edu/projects/causal-learning-in-a-complex-world

The Fac(ebook)ing History Project partners PZ with Facing History and Ourselves to develop, test, and refine classroom materials exploring the nature of civic and political participation in the 21st century.

- Funder: The Chicago Community Trust, The MacArthur Foundation



The Family Dinner Project: The Family Dinner Project is a growing movement of food, fun and conversation about things that matter. We are a nonprofit organization currently operating from the offices of Project Zero at Harvard University.

- Funder: The Poses Family Foundation
- pz.harvard.edu/projects/the-family-dinner-project



The Global Lens Project: This project examines how critical engagement with global media and informed interdisciplinary learning of the world's most pressing problems can nurture global competence among youth in the US and abroad.

- Funder: The International Baccalaureate, The Longview Foundation

ACTIVE RESEARCH PROJECTS CONT'D

Globalizing the Classroom Collaborative is a professional development program for high school and community college educators that merges the content expertise of the Global Studies Outreach Committee (GSOC) and the Harvard Area Research Centers (HARC, regional and internationally-focused centers and programs at Harvard) with Project Zero's educational expertise.

- Funders: Davis Center for Russian and Eurasian Studies, through a grant from the U.S. Department of Education; the Harvard University Center for African Studies, through a grant from the U.S. Department of Education; the Harvard University Asia Center; the Center for Middle Eastern Studies at Harvard University; the Harvard Global Health Institute; and the Global Health Education and Learning Incubator at Harvard University.

pz.harvard.edu/projects/globalizing-the-classroom

The Good Collaboration Study seeks to understand factors that contribute to successful collaborations and those which compromise collaborative work.

- Funder: The Argosy Foundation
- pz.harvard.edu/projects/the-good-project



ACTIVE RESEARCH PROJECTS CONT'D

Good Work Quality: The Good Project is a large-scale effort to identify individuals and institutions that exemplify good work—work that is excellent in quality, socially responsible, and meaningful to its practitioners—and to increase the incidence of good work in society. This project aims to create a series of tools and activities that educators can use to share the larger findings of this research project.

- Funder: Count Anton Wolfgang von Faber Castell
- pz.harvard.edu/projects/the-good-project

Leading Learning That Matters: Exploring leadership practices to enhance 21st century lives.

- Funder: Independent Schools Victoria, Australia
- pz.harvard.edu/projects/leading-learning-that-matters

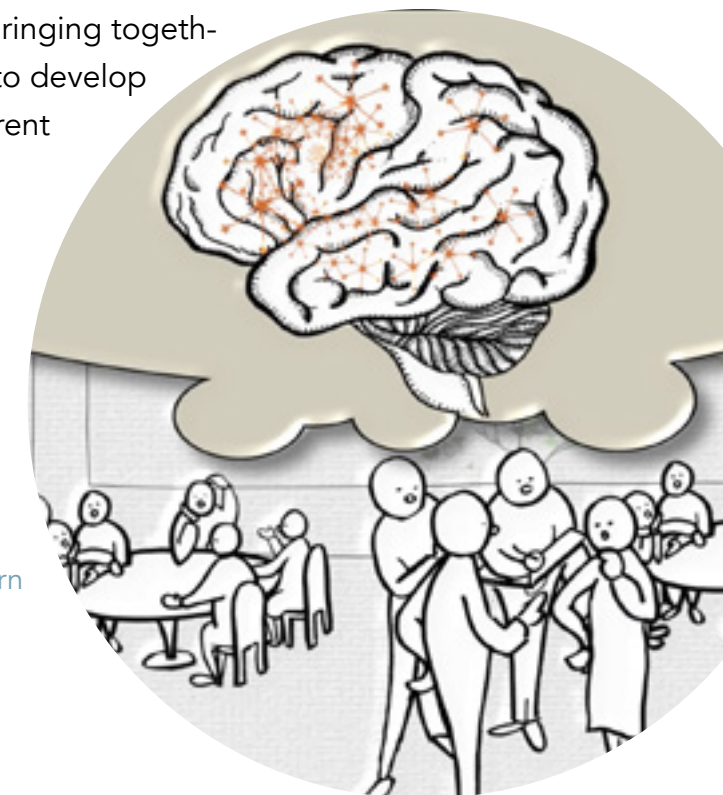


Learning Innovations Laboratory: Bringing together the leaders of organizational learning to develop a greater understanding of the field's current challenges.

pz.harvard.edu/projects/learning-innovations-laboratory

Learning to Think, Thinking to Learn: Helping schools create cultures of thinking and learning.

- Funder: Melville Hankins Family Foundation
- pz.harvard.edu/projects/learning-to-think-thinking-to-learn



ACTIVE RESEARCH PROJECTS CONT'D

Liberal Arts and Sciences in the 21st Century: Studying today's college landscape to inform tomorrow's higher education.

- Funders: Spencer Foundation, Lumina Foundation for Education, Mellon Foundation, Teagle Foundation, The Endeavor Foundation, Tom Lee, Jim and Paula Crown, Mike and Jackie Bezos.

pz.harvard.edu/projects/higher-education-in-the-21st-century



Out of Eden Learn:

Exploring our neighborhoods, exploring our world.

- Funder: The Abundance Foundation

pz.harvard.edu/projects/out-of-eden-learn

PZ Connect involves the exploration of the growing number of mechanisms for supporting educators remotely, through online and blended structures (the Outreach strand) as well as the investigation of fundamental problems in teaching and learning primarily through the PZ frameworks of visible thinking and global competence (the Development strand).

- Funder: Independent Schools Victoria, Australia

pz.harvard.edu/projects/pz-connect

Signature Pedagogies is a study of "signature pedagogies" in global competence education at the elementary school level through close analysis of exemplary teachers' practice.

- Funder: Longview Foundation

pz.harvard.edu/projects/interdisciplinary-global-studies



ACTIVE RESEARCH PROJECTS CONT'D

Think Global School is a collaboration between PZ and the THINK Global School to advance a series of adaptable micro-teaching interventions - global thinking routines - geared towards developing students' global competence and consciousness.

- Funder: Joann McPike

pz.harvard.edu/projects/interdisciplinary-global-studies

Youth and Participatory Politics is a study of the why, what, and how of contemporary young people's civic and political participation. Its overarching concerns are about the conditions for "good participation" in the contemporary civic and political spheres – including young people's motivations, beliefs, and the roles of mentors, institutions, and media – and the interplay among these forces.

- Funder: MacArthur Foundation, through a subcontract from Mills College



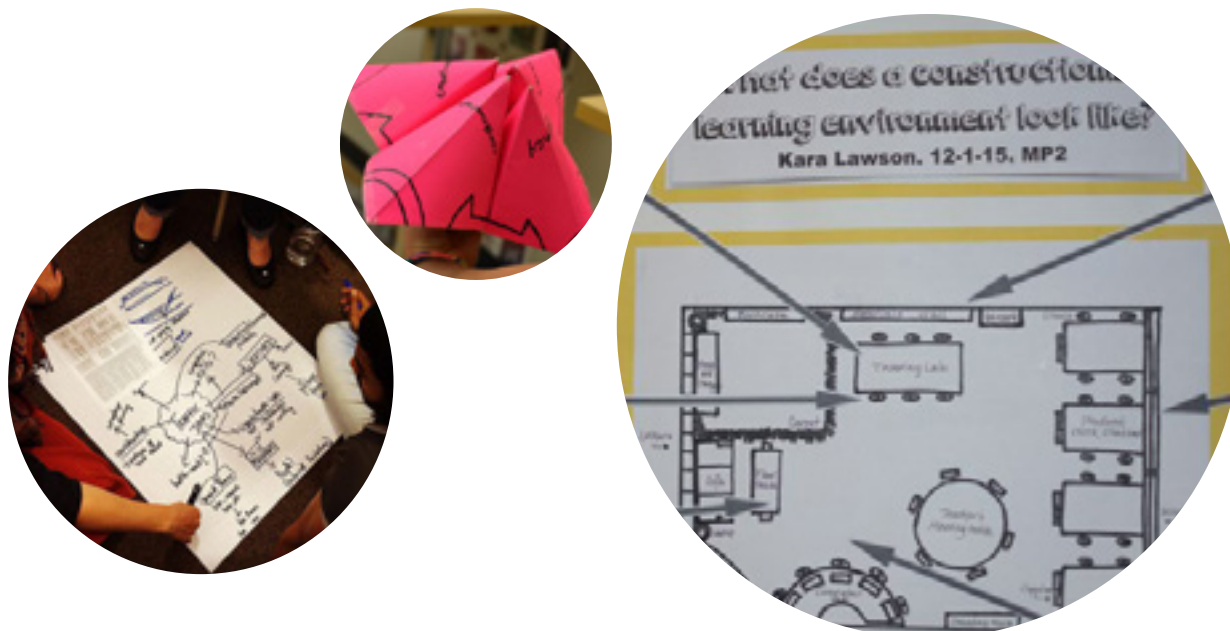
HARVARD UNIVERSITY ACTIVITIES

Project Zero and its researchers engaged in a variety of activities at Harvard Graduate School of Education (HGSE) that fed into the center's mission, including:

OFFERING HGSE COURSES

During the past academic year PZ researchers offered ten HGSE courses that enrolled a total of 367 students. Seven of the 11 Principal Investigators at PZ offered the following courses:

- **H-175** GoodWork in Education: When Excellence, Engagement, and Ethics Meet (Howard Gardner)
- **T-402** Group Learning (Daniel Wilson)
- **T-543A** Applying Cognitive Science to Learning and Teaching (Tina Grotzer)
- **T-543B** Applying Cognitive Science to Learning and Teaching (Tina Grotzer)
- **T-600** Thinking and Learning Today and Tomorrow: Project Zero Perspectives (Carrie James, Edward Clapp)
- **S-300** The Arts in Education: Learning in and through the Arts (Steve Seidel)
- **S-301** The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Steve Seidel)
- **S-305** Active Learning in Museums (Shari Tishman)
- **S-308** Models of Excellence: Illuminating Standards and Inspiring Learning (Steve Seidel)
- **S-504** Introduction to Qualitative Research (Liz Dawes Duraisingh)



ENGAGING HGSE STUDENTS

Beyond engaging students in formal classes at HGSE, PZ creates a variety of ways in which HGSE students can be active participants in our research community. This past year, 43 students engaged in PZ activities in the following ways:

PZ's Artists in Residence: The program partners HGSE students with PZ researchers to provide opportunities for students to explore connections between the arts and PZ research. In FY2015 four HGSE students were accepted and worked on four projects that culminated in a May exhibit at PZ's offices.

Master's Degree and Undergraduate Students: Each year a limited number of positions are available for HGSE master's degree students, many with work-study funds, to be involved in active PZ projects. Last year, PZ projects involved 24 master's degree students and one undergraduate student, giving them variety a professional development opportunities at our research center.

Doctoral Students: Many PZ projects create roles for HGSE doctoral students to hone their intellectual and research skills via active participation in ongoing research projects. In FY 2015 a total of 14 students were engaged as doctoral researchers at PZ.

HOSTING COMMUNITY EVENTS

In addition to engaging students in PZ's intellectual life, the center creates opportunities to engage other faculty and staff in discussions of work and themes related to PZ's mission:

PZ Brown Bag Lunches: This past year, PZ hosted seven community-wide talks that featured HGSE and Harvard faculty speaking on PZ-related topics and research. Approximately 125 participants attended these talks in total, ranging from HGSE students, researchers, faculty, and staff.



PZ Open House: At the beginning of the Fall 2014 semester, PZ opened its doors to students and the wider HGSE community to share its projects and ways that students can be involved in work-study and doctoral researcher roles. Approximately 100 participants attended this 2-hour afternoon session.

HGSE Teaching and Learning Week: During the Fall, 2014 Project Zero researchers were invited to host “optional sessions” or to open up their classrooms to visitors interested in Project Zero ideas. PZ Principal Investigators Tina Grotzer, Shari Tishman, Carrie James, and Senior Researcher Mara Krechevsky participated in this HGSE community event.



DIGITAL OUTREACH

In 2014, PZ began its Digital Strategy Initiative (DSI) to explore how to expand access to content and learning of PZ research in the digital realm. This past year PZ:

- Developed and designed of a new PZ logo and website.
- Collaborated with HGSE’s Useable Knowledge group to produce 6 pieces featured on HGSE’s main website page that highlight several new findings and practical tools and frameworks coming out of PZ research projects.
- Developed and piloted four new online “mini-courses” focused on core PZ conceptual frameworks as part of the PZ Connect project with Independent Schools Victoria, Australia. Nearly 200 Australian educators participated in the PZ mini-courses.
- Oversaw eight online courses hosted on the HGSE-PPE Online Professional Development platform, including the development of a new “Making Learning Visible” course. During the year, 2,601 people participated in these courses.
- Launched several new social media efforts which increased Twitter followers to more than 9,500 and Facebook likes to 4,600, increases of 60% and 42%, respectively, from the previous year.
- PZ website received 238,000 visits, a 22% increase from the previous year.

INSTITUTES FOR EDUCATORS

PZ continues to offer a range of HGSE-based and off-site institutes for educators from around the world. Last year PZ researchers led the following institutes that involved a total of 1,342 educators:

- **Project Zero Classroom** (July 2014): HGSE’s PPE and PZ hosted the 19th installment of this 5-day annual event, which involved 258 educators from around the globe.
- **Future of Learning** (August 2014): With PPE, PZ hosted its 6th annual conference on the themes of globalization, digital technologies, and neuroscience, which involved 204 international educators.
- **Arts and Passion Driven Learning** (August 2014): Working with the Silk Road Project, PZ’s Steve Seidel and PPE hosted this 2nd annual event to examine the role of arts in education. It involved 87 participants from around the world.
- **Project Zero Perspectives: Thinking and Learning in the 21st Century** (November 2014): With the Center for the Advancement and Study of International Education (CASIE), PZ convened 312 international educators San Francisco to explore current PZ research and practices.
- **Thought, Judgment, Action: Choosing to Participate** (March 2015): PZ and Facing History and Ourselves hosted the third annual Day of Learning. This live-streamed and live-tweeted event brought together participants and scholars from across academic disciplines, professions, and geography to discuss how we nurture in students the qualities that lead to leadership, action, and upstanding behavior.
- **Learning Environments for Tomorrow** (April 2015): In collaboration with the Harvard Graduate School of Design, PZ’s Daniel Wilson and PPE convened this 5th annual conference with educators and architects to explore emerging trends in school design. It involved 105 international participants.
- **Project Zero Perspectives: Thinking and Learning in the 21st Century** (May 2015): PZ and CASIE convened 376 educators from around the globe at the Atlanta International School and High Museum in Atlanta, GA to share PZ research and practices.



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