



PROJECT ZERO

July 2016 - June 2017 Annual Report

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

LETTER FROM THE DIRECTOR

I am delighted to share the Project Zero (PZ) Annual Report for FY2017 (July 2016 – June 2017). The goal of this document is to offer a broad overview of our activities with a wide audience of fellow researchers, educators, and funders.

Founded at the Harvard Graduate School of Education in 1967, PZ began as an investigation 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, including schools, families, museums, and businesses.

As PZ looks to celebrate its 50th Anniversary in 2017-2018, I hope this report offers you some insights into how PZ continues to be a generative community that is impacting change in educational theory and practice across the globe.

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Dr. Daniel Gray Wilson
Director, Project Zero

QUICK FACTS



Zero In, a new bi-annual e-newsletter, reaches over 3,500 educators

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ACTIVE RESEARCH
PROJECTS

115

PUBLISHED BOOKS,
CHAPTERS &
ARTICLES

20

HGSE/HU COURSES
TAUGHT BY PZ
RESEARCHERS
ENROLLING 335
STUDENTS

6

INSTITUTES
INVOLVING 1,600
EDUCATORS

32

students engaged as researchers
at the doctoral, master's, undergraduate,
or artist-in-residence level.

344,000 Website Visits



22,000+ Twitter Followers



10,200+ Facebook Likes



2,000
educators enrolled
in PZ's online courses.

ACTIVE RESEARCH PROJECTS



Agency by Design (AbD): Exploring documentation and assessment strategies for maker-centered learning.

○ Funder: Abundance Foundation

🔗 pz.harvard.edu/projects/agency-by-design

ALPS21: Aiming to identify exemplary programs in higher education—courses, programs, and co-curricular activities—that can bridge differences in perspectives among the major stakeholders on college campuses.

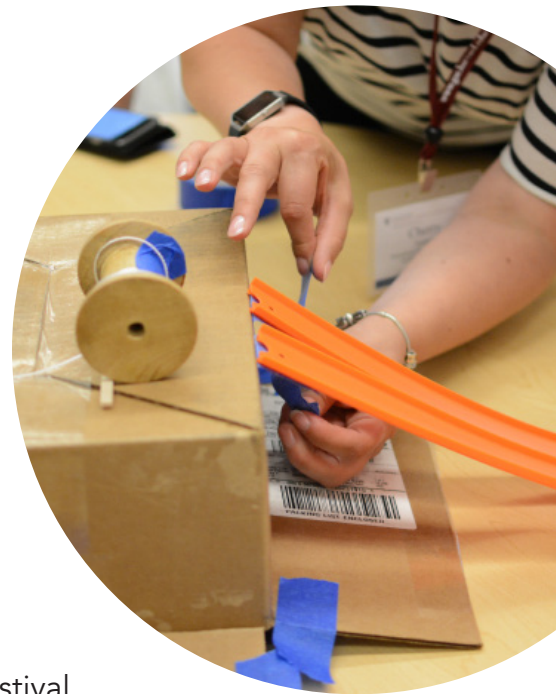
○ Funder: The Teagle Foundation

🔗 pz.harvard.edu/projects/aligned-programs-for-the-21st-century

Arts Festival Impacts: Exploring impacts of a community arts festival.

○ Funder: Independent Schools Victoria (ISV)

🔗 pz.harvard.edu/projects/arts-festival-impacts



ACTIVE RESEARCH PROJECTS CONT'D

Creating Communities of Innovation: Exploring educational innovations through networked inquiry.

○ Funder: GEMS Middle East/North Africa/South Asia Network

🔗 pz.harvard.edu/projects/creating-communities-of-innovation

Cultures of Thinking: Improving learning and collaboration by honing group and individual thinking processes.

○ Funder: Bialik College

🔗 pz.harvard.edu/projects/cultures-of-thinking

EcoXPT: Working alongside EcoMUVE to support experiment-based inquiry in immersive virtual environments.

○ Funder: National Science Foundation

🔗 pz.harvard.edu/projects/ecolearn



Educating Global Citizens through a US and China Lens: Enhancing students' understanding of the world and nurturing global thinking dispositions.

○ Funder: Weiming Education Group, Hong Kong

🔗 pz.harvard.edu/projects/educating-global-citizens-through-a-us-and-china-lens



The Family Dinner Project: Teaching families the value of meaningful mealtime interaction.

○ Funder: Poses Family Foundation

🔗 pz.harvard.edu/projects/the-family-dinner-project

ACTIVE RESEARCH PROJECTS CONT'D

Global Children Project: Connecting teachers in the US and Japan to nurture global competence in early childhood.

○ Funders: Poppins Institute for Child Development, Japan

 pz.harvard.edu/projects/global-children

Globalizing the Classroom Collaborative: Collaborating with the Harvard area research centers to plan and implement educational outreach focusing on the global competence framework.

○ 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 Project: Currently pursuing avenues to spread its messages and instruments to a larger audience of educators and students, the Good Project is collaborating with complementary organizations, reformatting existing resources, and other strategies.

○ Funder: Dean's Venture Fund at HGSE

 pz.harvard.edu/projects/the-good-project-deans-venture-fund



ACTIVE RESEARCH PROJECTS CONT'D

Humanities & Liberal Arts Assessment (HULA): Identifying and illuminating the implicit internal logics of humanistic craft in order to develop appropriate tools to assess, evaluate, and advance projects and pedagogy in the humanities.

○ Funder: Spencer Foundation

 pz.harvard.edu/projects/humanities-liberal-arts-assessment-hula

Leading Learning That Matters I & II: 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, The Teagle Foundation, The Endeavor Foundation, Tom Lee, Jim and Paula Crown, Mike and Jackie Bezos, Saul Zaentz Charitable Foundation.

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



Out of Eden Learn:

Exploring our neighborhoods, exploring our world.

- Funder: Abundance Foundation

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

Pedagogy of Play (PoP): Cultivating school cultures that value and support learning through play.

- Funder: The LEGO Foundation

 pz.harvard.edu/projects/pedagogy-of-play

PZ Connect: Collaborating with the Independent Schools of Victoria (Australia), the outreach strand explores new forms of online activities to support teachers who seek to use PZ ideas in their classrooms, and the development strand creates new thinking routines to help learners engage with complexity.

- Funder: Independent Schools Victoria, Australia

 pz.harvard.edu/projects/pz-connect



ACTIVE RESEARCH PROJECTS CONT'D

Signature Pedagogies - Understanding Excellence in Global Competence

Education: Seeking to advance a pedagogical framework for global competence that can directly inform teacher preparation for our global times through a careful analysis of master practices in global education.

○ Funder: Longview Foundation

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

The World in Washington DC: Working toward a new approach to locally-grounded global competence education.

○ Funder: Public Education Fund

🔗 pz.harvard.edu/projects/the-world-in-dc

Youth and Participatory Politics: Exploring young people's use of digital media for civic participation.

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

🔗 pz.harvard.edu/projects/youth-and-participatory-politics



HARVARD UNIVERSITY ACTIVITIES

Project Zero and its researchers engaged in a variety of activities at the 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 12 HGSE courses, 4 FAS courses, and 4 Independent Studies that enrolled a total of 335 students.

- EDU-H610P: Under Pressure: Cheating, Ethics, and Achievement Culture (Alexis Redding).
- EDU-H614: Understanding Truth, Beauty, and Goodness: The Core of a Good Education (Howard Gardner).
- EDU-HT113: Research Practicum for Microschools: Developing Innovative Schools Based on Neuroscience & Cognitive Science Principles (Tina Grotzer).
- EDU-T139: Investigating Teaching and Learning through Close, Collaborative Examination of Student Work (Tina Blythe).
- EDU-T211P: Interdisciplinary Education: Preparing Students for our Contemporary World (Veronica Boix Mansilla with Flossie Chua).
- EDU-T211J: Museum and Object-Based Learning (Christina Smiraglia).
- EDU-T402: Group Learning (Daniel Wilson).
- EDU-T543A/B: Applying Cognitive Science to Learning and Teaching (Tina Grotzer).
- EDU-S300: The Arts in Education: Learning in and through the Arts (Steve Seidel).
- EDU-S301: The Arts in Education: Research, Policy, Advocacy, Activism, and Practice (Steve Seidel).
- EDU-S316: Art, Design, and Learning in Public (Steve Seidel).
- EDU-S504: Introduction to Qualitative Research (Liz Dawes Duraisingh).
- EDU-S999: Independent Study: Project Zero Artist-in-Residence (Edward Clapp).
- EDU-S999, Independent Study: Group Creativity and Brazil (Edward Clapp).
- EDU-S999: Independent Study: Foundations of Human Cognition and Academic Subjects (Veronica Boix-Mansilla).
- GOV-1060: Ancient and Medieval Political Philosophy (Danielle Allen).
- GOV-3008A: Research Workshop in Political Theory (Danielle Allen with Michael Rosen).
- GOV-94CZ: From Voice to Influence: Understanding Citizenship in a Digital Age (Danielle Allen with Chaebong Nam).
- Undergraduate Fellowship Seminar, Edmond J. Safra Center for Ethics, Fall 2016 (Danielle Allen).

ENGAGING 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 fiscal year, 32 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 FY2017, four HGSE students were accepted to the residency and worked on three projects that culminated in a May exhibit at PZ's offices.

Master's and Undergraduate Students: Each year, a limited number of positions is available for HGSE master's students, many with work-study funds, to be involved in active PZ projects. Last year, PZ projects involved 19 master's students and 1 undergraduate student, giving them a variety of 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. In FY2017, a total of 8 students were engaged as doctoral researchers at PZ.

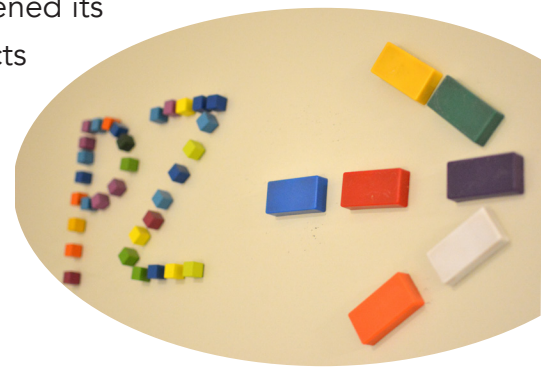


HOSTING COMMUNITY EVENTS

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

PZ Events: This past year, PZ hosted 10 community-wide talks that featured HGSE and Harvard faculty speaking on PZ-related topics and research. Approximately 254 participants attended these talks in total, ranging from HGSE students, researchers, faculty, and staff to the wider local community.

PZ Open House: At the beginning of the Fall 2016 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 175 participants attended this 2-hour afternoon session.



DIGITAL STRATEGY AND SOCIAL MEDIA

PZ's Digital Strategy work in FY2017 focused on two primary areas: i) targeted outreach to support PZ networks around the world and to engage educators interested in PZ learning opportunities (institutes, online courses, and off-site conferences); and ii) developing an outreach and communications strategy to support PZ's 50th anniversary, which would be celebrated in 2017-18. Highlights of this work included:

- The PZ website became an even stronger tool and resource for engagement and supporting coordination across PZ's research projects. The website was visited 343,523 times during FY2017, a 52% increase from the previous year. It had over 1 million page views, up 82.5% from the previous year.
- Launching a new e-newsletter, Zero In, to feature content from research projects as well as targeted practical resources and event information. Spring and Fall editions were released to the 3,500 people who signed up for PZ's mailing list.
- PZ's Twitter followers grew to over 22,000 and Facebook likes increased to over 10,200.
- In FY2017, Project Zero added an additional online semester-long course on Multiple Intelligences to the five it had launched the prior year as part of a collaboration with PPE. Further, we decided to no longer run a May semester course as enrollment had been difficult and coaches and instructors were teaching year-round with only a few weeks break in between the courses. Even with the drop of the May term course, the semester-long courses enrolled 1,856 participants in teams from around the globe in FY2017, and for the first time in the history of these HGSE online courses, they enrolled over 1,000 participants in the February 2017 term alone.

DIGITAL OUTREACH CONT'D

Finally, HGSE's Usable Knowledge site featured two articles on PZ's research in FY2017:

- After the Election, What Now: For a polarized nation, where media streams reinforce the divide, a prescription for bridge-building (November 2016).
- Digital Risks: Helping young people manage their digital behavior and avoid the most serious dangers (June 2017).

CONVENING INSTITUTES FOR EDUCATORS

PZ continues to offer a range of learning opportunities at HGSE and off-site for educators locally and globally. In FY2017, PZ researchers led the following **6 institutes that involved a total of 1,631 educators:**

Project Zero Classroom: (July 2016) PZ and PPE hosted this 5-day annual event which convened 343 educators.

Future of Learning: (August 2016) PZ and PPE hosted the eighth and final three-day “FoL” conference, which considered themes of globalization, digital technologies and neuroscience, and involved 132 educators.

Arts and Passion-Driven Learning: (August 2016) Working with the Silk Road Project, PZ’s Steve Seidel and Tina Blythe along with PPE hosted the fourth annual Arts and Passion event to probe the role of arts in education, and involved 108 participants.

Zeroing in on Learning: (October 2016) With the Center for the Advancement and Study of International Education (CASIE), PZ convened 485 educators at the Washington International School to delve into current PZ research and practices.

Learning Environments for Tomorrow: (March 2017) In collaboration with Harvard Graduate School of Design, PZ’s Daniel Wilson and PPE involved 45 educators and architects to explore emerging trends in school design.

Leading Learning & Thinking: (May 2017) PZ and CASIE worked with Pittsburgh’s Quaker Valley School District, the Carnegie Museum and the University of Pittsburgh to host 518 educators in an exploration of PZ research and practices.





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