



Biographies

Jim Reese: is Director of Studies at Washington International School and has been involved in international and U.S public education for over 20 years. An experienced English teacher at the secondary school level, he has taught in and served as an examiner for the International Baccalaureate Diploma Program for many years. His Project Zero involvement began in the mid-1990s as part of a northern European international schools consortium that took on the Teaching for Understanding framework. Since that time, he has been on the faculty of the Project Zero Classroom and Future of Learning summer institutes at Harvard and has consulted extensively in schools around the U.S. and world. For the last ten years Jim has served as the Education Coordinator of the Project Zero Classroom and for the past six years as Education Chair of Project Zero Perspectives off-site conferences, which have taken place around the U.S. and the world. Jim holds a B.A. degree from Davidson College, as well as Master's and doctoral degrees from George Washington University (GWU). He frequently teaches courses for GWU's Graduate School of Education and Human Development. Most recently, he founded DC-Project Zero, a group of educators in the Washington (DC) area passionate about using Project Zero ideas in practice, and serves as director for the annual Washington International School Summer Institute for Teachers (WISSIT): Connecting DC Educators with Project Zero Ideas. His current research interests focus on building communities of learners; guiding institutional change; and understanding complex thinking patterns.

Heidi Hinish is the head of school, family, and adult programs: gallery and studio learning, in the division of education, at the National Gallery of Art. As a museum educator, Heidi develops, teaches, and assesses programs and resources for children and adults. These programs are designed to promote deep and meaningful engagement with art and the museum. Heidi's work has been inspired by Project Zero research, especially frameworks and strategies that foreground thinking and active learning. She has participated in the Project Zero Classroom, as a mini-course instructor and study group facilitator, for the past five summers. She received her MA in Art History from George Washington University, Washington, DC, and a BA in German Studies from Temple University, Philadelphia, PA.



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Biographies Continued

Nina Marie Barbuto's passion for art, new media and social learning led her to found Assemble, a community space for arts + technology, in 2011. She serves as President of the Board of Directors. On her own, Nina works in a variety of media including architecture, film, sound, and installation and often explores the idea of recycling noise into a system or elevating the vernacular to the spectacular. Nina co-founded I Made It! Market in 2007. An idea based on urban acupuncture, this nomadic market partners with community, arts and non-profit organizations to raise funds and awareness to assist in improving their communities while allowing local artists and crafters to sell their wares. Nina holds degrees in architecture from Southern California Institute of Architecture and Carnegie Mellon University. Nina also runs the Carnegie STEM Girls programs at the Carnegie Science Center. She is also an adjunct professor at CMU in the School of Architecture.

Lisa Brahms is Director of Learning and Research at The Children's Museum of Pittsburgh, as well as a visiting researcher with the University of Pittsburgh Center for Learning in Out of School Environments (UPCLOSE). Lisa has been an educator and designer of formal and informal learning experiences and environments for over a decade, working in schools and at numerous children's, art and history museums. Lisa earned her PhD in Learning Sciences and Policy at the University of Pittsburgh, and holds a master's degree in Museum Education and Childhood Education from Bank Street School of Education. Lisa's research considers the design of informal learning environments for meaningful participation in creative processes with digital and physical media.

Peter Wardrip is a Research Scientist at the Children's Museum of Pittsburgh. His current work investigates learning in makerspaces and specifically the components of effective makerspaces in museums and libraries. He is also a Visiting Learning Researcher in the UPCLOSE lab. In general, his research investigates how teachers design and facilitate ambitious learning experiences with new technologies and innovative approaches to improve learner outcomes.

Nikole Brugnoli Sheaffer is a writer, a creator, a strategist, a collaborator, a mother, an artist, and an educator. She strives to engage students and adults daily in her work, and works stubbornly to make her corner of the world a bit brighter. Nikole earned her Bachelor of Arts in Environmental Studies from Allegheny College, yet has a variety of career experiences around building systems. She worked at Conservation Consultants, Inc., encouraging "green" changes in Pittsburgh neighborhoods and developing environmental education programs for the Pittsburgh Public Schools and in the corporate world, building her understanding of business and environmental communications. Ultimately realizing her calling was in the classroom, Nikole enrolled in the University of Maryland and received an elementary teaching certificate and a Masters of Education in Curriculum and Instruction. She served as a fourth grade teacher in the Montgomery County Public School System before moving back to Pittsburgh and joining the

Environmental Charter School as the Environmental Science Specialist. She received her principal certification from Gannon University and was promoted in 2011 to the position of Director of Academics. In her current position as Innovation Director, Nikole acts as an educational designer and architect, and takes on the challenge of pushing opportunities for innovative teaching and learning to the front and center of educational reform conversations in the city of Pittsburgh.

Shannon Merenstein is the Arts and Design Coach at the Environmental Charter School. She started her journey in rethinking education in 2008 when the school opened, as an art educator. Through collaboration with ECS environmental science educators and numerous external partners, Shannon co-created the Thinking Lab- a space to explore the intersections of science, art, and design. The Thinking Lab is rooted in rich and robust content and local context, but strives to help students develop creativity, collaboration, and craftsmanship skills. Additionally, Shannon works to help create healthy and engaging learning environments and communication tools that act as a "third teacher", making the innovative learning that happens at ECS visible to students, educators, and visitors.

Melanie Cowherd has been in the education field for over 15 years. She has taught third grade for 10 years and is now the Integration Coach at the Environmental Charter School. As Integration Coach, Melanie has facilitated the development of creating a culture of thinking into the classrooms at ECS. She currently coaches teachers on how to integrate content and Visible Thinking into quarter long units that are engaging for students. Melanie will continue to foster a shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.



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