

ISABELLA
SEWART GARDNER
MUSEUM

“Thinking Through Art”

Research Team & Collaborator Bios

ISABELLA STEWART GARDNER MUSEUM

Margaret Burchenal, Curator of Education & Public Programs

A nationally recognized museum educator, Margaret (“Peggy”) Burchenal came to the Isabella Stewart Gardner Museum in Boston in 2000. Her 25 years of experience include developing and implementing education programs at the Museum of Fine Arts in Boston, the Portland Museum of Art, and the Philadelphia Museum of Art. She has served on the boards of the Massachusetts Art Education Association and the National Art Education Association (NAEA), and was named NAEA’s National Museum Educator for the year 2002. She was invited to pursue an independent research project as a guest scholar at the Getty Research Institute in 2001, and developed the idea for the “Thinking Through Art” project during that time. Burchenal has a bachelors degree in art history from Princeton University and a masters degree in art history from Harvard University.

Michelle Grohe, Director of School and Teacher Programs

Michelle oversees the School Partnership Program, in which she fosters close working relationships with local students and teachers, and manages the *Thinking Through Art* research grant. She has worked at the Montclair Art Museum in New Jersey, redesigning docent, school, and teacher programs; and the Addison Gallery of American Art in Andover, Massachusetts, designing and implementing artist-in-residence programs and curriculum materials with local schools. She received her Bachelors degree in Studio Art from Millikin University and Masters in Art Education from the Rhode Island School of Design.

INSTITUTE FOR LEARNING INNOVATION (www.ilinet.org)

The Institute for Learning Innovation (ILI) is a non-profit educational research and development organization based in Annapolis, MD, dedicated to changing the world of education and learning by understanding, facilitating, advocating, and communicating about free-choice learning across the life span. *Senior Researchers* at the Institute for Learning Innovation (ILI), **Dr. Marianna Adams** and **Jessica J. Luke** conduct evaluation studies in cultural organizations across the country. Their research priorities include evaluation as an agent of organizational change, professional development and participatory evaluation, family learning in museums, and the impact of multi-visit museum programs on student learning. Jessica J. Luke focuses on youth development, family learning, and community engagement in and from museums. Dr. Marianna Adams specializes in assessing the effectiveness of community partnerships, museum/school collaborations, and learning in interactive/participatory experiences.

VISUAL UNDERSTANDING IN EDUCATION (www.vue.org)

Visual Understanding in Education (VUE) is a non-profit developmentally-based educational research organization that has developed an innovative series of curriculum materials for elementary schools called *Visual Thinking Strategies: Learning to Think and Communicate through Art* (distributed by Crystal Productions). VUE’s co-founding directors, developmental psychologist **Abigail Housen** and museum educator **Philip Yenawine**, serve as advisors to the *Thinking Through Art* project. Housen has a long history as a researcher in aesthetics, and created a ground-breaking method to understand and measure viewer responses to visual art. Yenawine has developed innovative programming at a variety of museums, including the Metropolitan Museum in New York and the Institute of Contemporary Art in Chicago, and served as director of the education department at the Museum of Modern Art from 1983-93.

PARTICIPATING SCHOOLS: TOBIN AND FARRAGUT SCHOOLS

The Tobin and Farragut Schools have each participated in the Gardner Museum’s *School Partnership Program* for more than ten years. The hard work and dedication to collaboration that teachers and administrators from these schools have exhibited since the inception of the program have been key to the evolution of the partnership. Teachers and students from both schools are an integral part of the program and “Thinking Through Art” research study.

Three other Boston public schools served as control schools for the study: the John F. Kennedy, the Alexander Hamilton, and the John D. Philbrick elementary schools.

Contact information and/or access to these and additional experts and resources on the topic, including teacher, principal and student participants in the School Partnership Program and the “Thinking Through Art” study, is available by request.