

ANNA LUCIA KIRBY

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<https://www.annaluciakirby.com/>

EDUCATION

Harvard University Graduate School of Education, 2018 – present

Ph.D. in Education; Human Development, Learning, and Teaching concentration, GPA: 4.0

Harvard University Graduate School of Education, 2018 – 2020

Ed.M in Human Development and Psychology, GPA: 4.0

Williams College, 2014 – 2018

B.A. in Psychology and Music, Valedictorian, GPA: 4.1

Thesis: *Philosophers and storytellers: How children learn to think about ideas*, advised by Susan Engel

AWARDS AND HONORS

Harvard Radcliffe Engaged Fellowship, 2020

Harvard Graduate School of Education and Harvard Graduate Student Council Summer Research Grants, 2020-21

Harvard University Presidential Scholarship, 2018

Williams College James P. Baxter Honor Scholarship, 2017

Harry S. Truman Scholarship, 2017

RESEARCH INTERESTS

Child development (early childhood and elementary school), childhood sociopolitical development, adult-child relationships, community-based education and family programming, critical pedagogy, critical participatory action research, art and music education

RESEARCH EXPERIENCE

Harvard Graduate School of Education

Human development research advised by Meredith Rowe, Paul Harris, and Junlei Li

Youth participatory action research advised by Gretchen Brion-Meisels

Cambridge, MA

Fall, 2018 – present

Spring, 2018 – present

Williams College Psychology Program

Developmental psychology research advised by Susan Engel

Williamstown, MA

Spring, 2017 – Spring, 2018

PUBLICATIONS AND PRESENTATIONS

Kirby, A. L., Dahbi, M., Surrain, S., Rowe, M. L., & Luk, G. (2022). Music Uses in Preschool Classrooms in the US: A Multiple-Methods Study. *Early Childhood Education Journal*, 1-15.

Rowe, M. L., Kirby, A. L., Dahbi, M., & Luk, G. (2022). Promoting Language and Literacy Skills through Music in Early Childhood Classrooms. *The Reading Teacher*.

- Wei, R., Kirby, A. L., Naigles, L. R. & Rowe, M. L. (2022). Parents' talk about conceptual categories with infants: stability, variability, and implications for expressive language development. *Journal of Child Language*, 1-22.
- Kirby, A.L., & Valela, L. (2022) *Beyond Student Support: Reinventing Student Affairs for Student-Caregivers and Their Families*. Presentation at the NAPSA conference, virtual.
- Kirby, A. L. (2021). Book Review of *Schooling for Critical Consciousness: Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice* by Seider, S. & Graves, D. *Harvard Educational Review*, 91(3) 409-411.
- Kirby, A.L. & Dahbi, M. (2021) Use of music-based activities to support early childhood development and education. Conversation roundtable at the Society for Research in Child Development conference, virtual.
- Kirby, A.L., Sharick, A. & Valela, L. (2021) A relational approach to supporting graduate student-parents and families. Presentation at the NAPSA conference, virtual.
- Wei, R., Kirby, A.L., Naigles, L. & Rowe, M. (2020) *Parents' talk about conceptual categories with infants: Stability, variability, and implications for expressive language development*. Presentation at the Max Planck Institute Many Paths to Language conference, virtual.
- Kirby, A.L. & Harris, P.L. (2020) The case of common humanity: towards a deeper understanding of children's social ideas. *Journal of Moral Education*, 50(4), 401-418.
- Kirby, A.L. (2019) Perspective-taking as the beginning of epistemological understanding. Presentation at the New England Philosophy of Education Society Conference, Boston, MA.
- DeLoi (Kirby), A.L. (2018) Storytellers and philosophers: How children learn to think about ideas. Williams College Senior Honors Thesis. <https://unbound.williams.edu/theses/islandora/object/studenttheses%3A1278>

MEMBERSHIPS

- Society for Research in Child Development, 2020 – present
- Society for the Psychological Study of Social Issues, 2019 – present
- Sigma Xi, 2018 – present
- Phi Beta Kappa, 2017 – present

TEACHING AND WORK EXPERIENCE

Harvard University Graduate Commons Program

Cambridge, MA

Family Program Manager

Summer 2021 – present

Family Curriculum Design Lead and Programming Assistant

Fall 2019 – Summer 2021

- Current responsibilities include: synthesizing and translating human development research; creating educational resources; organizing and facilitating family events and programs; collecting and analyzing data about the experiences of Harvard families; coordinating partnerships with on- and -off-campus partners; hiring, training, and managing a team of part-time employees; overseeing the management of four playrooms in residential buildings; overseeing a budget and managing financial and logistical responsibilities

Co-founder and programming designer/facilitator

Summer, 2020 – present

- Responsibilities include: designing, organizing, and facilitating social justice-oriented educational programming for elementary-aged children and their families, using tools like art, story-telling, play, and participatory action research

Harvard Educational Review

Cambridge, MA

Editor and Development Officer

Spring 2020 – present

- Responsibilities include: screening, reviewing, and editing manuscripts for publication; author relations; overseeing the manuscript and issue production cycles; overseeing board member recruitment, training, and community-building

Harvard University Graduate School of Education

Cambridge, MA

Teaching Fellow

Fall 2019 – Spring, 2021

- Courses included: H208 Empowering Developmental Relationships Across Contexts with Professor Junlei Li; T550 Designing for Learning by Creating with Professor Karen Brennan; S501 Researching in Community: Intergenerational Participatory Action Research for Educational Justice with Professor Gretchen Brion-Meisels

“Ephs Out Loud” Community Arts Initiative

Williamstown, MA

Founder and director

Spring, 2015 – Spring, 2018

- Responsibilities included: designing and facilitating large-scale collaborative events, performances and workshops at community venues; managing team of Williams College student teaching artists; communicating with schools and community partners; fundraising and budgeting; publicity and community outreach

SKILLS

Developmental psychology and child development; qualitative and quantitative research methods; participatory research methods; early childhood and elementary education; curriculum and programming development; community-based events organizing; arts education; music performance; academic and creative writing; public speaking; experience using Microsoft Office, Canva, Trello, Slack, Monday.com