

Tavis N. Linsin

Curriculum Vitae
2023

Email: tavislinsin@gmail.com

Website: www.creativeinquiry labs.com

EDUCATION

University of Washington College of Education Ph.D. in Education	2010-2016
Harvard Graduate School of Education Ed.M. in Arts in Education	2005-2007
Berklee College of Music B.M. in Professional Music	1997-2001

ACADEMIC APPOINTMENTS & LEADERSHIP

Adjunct Faculty Member Endicott College Imagination and Creativity Quantitative Research Methods Creative Inquiry	2022-Present
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Founding Director Creative Inquiry Labs Creative Inquiry Labs is a vibrant community in which participants and partners combine creative practice, inquiry practice, and mindfulness practice to create transformational learning and healing.	2022-Present
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Co-Founder Creative Listening Circles Lead groups of artists, creatives, and the creatively curious utilizing mindfulness, embodiment, and trauma-healing practices to help participants transform their own suffering, lead happier lives, deepen their own creative practice, and in turn, better support others.	2021-Present
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Lecturer in Music Education Boston University College of Fine Arts Psychology and Sociology in Music Education: Perspectives and Applications History and Philosophy in Music Education: Perspectives and Practice Introduction to Music Education Research Doctoral Dissertation Committee Member	2017-2020
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Additional Adjunct Faculty Positions

- Urban College of Boston 2016-2017
- Boston University College of Fine Arts 2015-2016
- University of Massachusetts Lowell 2014-2015
- University of Washington, Seattle 2011

FELLOWSHIPS, GRANTS, & AWARDS

Interdisciplinary Arts Programming Grant 2018
When Patients Heal You Program Evaluation
Boston University Arts Initiative

Institute of Education Sciences Predoctoral Training Fellowship 2011-2015
Creative Learning Networks Research Initiative
U.S. Department of Education and the University of Washington

Graduate Certificate in Mixed Methods Education Sciences 2015
University of Washington College of Education

Graduate Certificate in Social Statistics 2013
University of Washington Center for Statistics and the Social Sciences

Berklee College of Music Achievement Scholarship 1999-2001
Berklee College of Music

RESEARCH

Principal Investigator & Research Consultant 2018-Present
Boston University Arts Lab & Boston Medical Center; Boston, MA
Evaluate programs that utilize music and the arts to support patients at the Boston Medical Center. Utilize findings to better support patients and student program implementers. Lead 'Sensemaking Retreats' creating mindful opportunities for participants to engage in research.

Research Consultant 2016-Present
International Rescue Committee; New York, NY
Analyze data from Lebanon and Niger collected as part of a project that aimed to help children affected by conflict and crisis improve their academic and social and emotional learning skills through the practice of mindfulness activities.

Visiting Scholar 2015-2019
Music Experience Design Lab
New York University Steinhardt; New York, NY
Evaluated community arts mentorship lab for NYC youth. Collaborated with teachers to use study findings to better-support young artists.

- Research Consultant** 2017-2018
Berklee City Music at Berklee College of Music; Boston, MA
Investigated impact of Berklee City Music College Scholarship on student achievement and persistence. Presented recommendations to senior College administration.
- Principal Investigator** 2012-2016
The Learning Networks Project
University of Washington College of Education; Seattle, WA
Researched adolescent musicians' peer-learning networks and the functioning of these networks to support student learning at individual and group levels.
- Research Consultant** 2015-2016
Save the Children; Boston, MA
Investigated impact of early childhood education on student literacy, numeracy, and grade repetition in Bangladesh using quasi-experimental designs.
- Research Assistant** 2010-2011
Center for Multicultural Education
University of Washington College of Education; Seattle, WA
Edited submissions for the SAGE Encyclopedia of Diversity in Education. Researched arts education impact and inequalities for students from diverse backgrounds.
- Research Fellow** 2008-2009
ASER Centre/ Pratham Mumbai Education Initiative; Delhi, India
Analyzed national education datasets to assess student literacy and numeracy levels in rural India. Identified learning gaps and formulated policy recommendations to promote education equity.
- Research Associate** 2007-2008
Cultural Agents
Harvard University; Boston, MA
Developed and evaluated arts-based afterschool program. Participated in teacher training and iterative program development.

LITERARY WORKS AND MUSICAL SCORES

- Linsin, T. (2023). *Pedagogy of flight*. U.S. Hang Gliding and Paragliding Association Pilot Magazine. Colorado Springs, CO.
- Linsin, T. (2021). *White Crest Beach*. U.S. Hang Gliding and Paragliding Association Pilot Magazine. Colorado Springs, CO.
- Linsin, T. (2021). *Growing young*. U.S. Hang Gliding and Paragliding Association Pilot Magazine. Colorado Springs, CO.
- Linsin, T. (2021). *A language of birds*. U.S. Hang Gliding and Paragliding Association Pilot Magazine. Colorado Springs, CO.

Linsin, T. (2022). *The story of my experiments with freedom*. Poetry. Unedited proof.

Linsin, T. (2021). *The journey home*. Poetry. Under review.

Linsin, T. (2012). *Finding west*. Poetry. Seattle, WA. Self-published.

Linsin, T. (2010). *The dancer's song*. A novel. Seattle, WA. Uncorrected proof.

Warren, F. [Musical Score], & Linsin, T. [Poetry] (2015). *The little house stood quietly by the beach*. Frank E. Warren Music Service, Boston, MA.

Bavicchi, J. [Musical Score], & Linsin, T. [Poetry] (2001). *The Linsin fragments*. BKJ Publications, Boston, MA.

SCHOLARLY PUBLICATIONS AND REPORTS

Linsin, T., & Titus, B. (2021). *Supports and barriers to implementation of the Play Matters Initiative in Ethiopia, Tanzania, and Uganda: Analysis of education systems actors' perceptions at local, regional, and national levels*. Report prepared for the International Rescue Committee. New York, NY.

Linsin, T. (2017). *The Berklee City Music College Scholarship: Providing context and moving towards a fuller understanding of program impact*. Report prepared for Berklee College of Music, Boston, MA.

Linsin, T., & Diazgranados, S. (2017). *Early literacy development: International Rescue Committee program participants in Pakistan, Lebanon, and Niger*. Report prepared for the International Rescue Committee, New York, NY.

Linsin, T., & Diazgranados, S. (2017). *International Rescue Committee teacher classroom observation tool: Validity, reliability, and learning outcomes in Lebanon*. Report prepared for the International Rescue Committee, New York, NY.

Linsin, T. (2016). *Music learning networks: Supporting the music learning of adolescents* [Doctoral Dissertation, University of Washington]. ProQuest Dissertations and Theses Global.

Diazgranados, S., & Linsin, T. (2015). *Does preschool have an effect on the literacy, numeracy and repetition of children, three years after the intervention: Evidence from a quasi-experiment in Bangladesh*. Report prepared for Save The Children, Boston, MA.

Linsin, T. (2012). Arts in education: Impact and inequalities. In Banks, J. A. (Ed.), *Encyclopedia of diversity in education*. Sage Publications, Thousand Oaks, CA.

WORKING PAPERS

Linsin, T., & Bruce, E. *Exploring epilepsy patients' engagement with music and their perceptions of their wellbeing*. Working paper, Boston University, Boston, MA.

Linsin T. *Learning networks: How learning connections form and function to support students*. Working paper, Boston University, Boston, MA.

INVITED PRESENTATIONS

Linsin, T. (2023). *Holding space: Community music & contemplative practice*. Wilfred Laurier University. Waterloo, Ontario.

Linsin, T., & Solomon, A. (2022). *Creative Listening Circles: Meeting at the crossroads of creative practice, contemplative practice, and learning*. Presented at the Community Music Network.

Linsin, T. (2021). *Music making and mindfulness: Sound, narrative, and freedom*. Wilfrid Laurier University. Waterloo, Ontario.

Linsin, T., & Bruce, E. (2019). *Listening deeply: Preliminary results from the When Patients Heal You program evaluation*. Boston University Medical School, Boston, MA.

Linsin, T. (2018). *Teaching music to empower: Exploring connections between poetry, music, and education*. Urban College of Boston, Boston, MA.

Linsin, T. (2011). *Student learning in government schools in rural India: An examination of state effects and the student, family background, and school-level predictors of student learning in grades 1-8*. University of Washington Center for Studies in Demography and Ecology Seminar Series, Seattle, WA.

Linsin, T. (2008). *Government primary school characteristics and student learning outcomes in rural India*. Pratham and ASER Centre Research Roundtable, Delhi, India.

Linsin, T. (2007) *Music and peace*. Berklee College of Music, Boston, MA.

CONFERENCE PRESENTATIONS

Linsin T., & Solomon, A. (2022). *Creative Listening Circles: Exploring the intersection of creative and contemplative practice*. For presentation at the International Society for Music Education Community Music Pre-Conference Seminar.

Linsin, T., & Bruce, E. (2020). *When patients heal you: Creating capabilities in and through music*. Paper presented at the International Society for Music Education Community Music Pre-Conference Seminar.

Linsin, T. (2019). *Musicians' learning networks: Exploring an ecological model of music learning*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.

D'Alexander, C. & Linsin, T. (2019). *Higher education and bridging communities: Building equitable relationships and musical opportunities with the university music major and underserved populations*. Paper presented at the College Music Society National Conference, Louisville, KY.

Linsin, T. (2018). *Exploring a networked approach to the musical development of young adults*. Paper presented at the International Society for Music Education: Community Music Pre-Conference Seminar, Tbilisi, Georgia.

Ruthmann, A., & Linsin, T. (2018). *Building community and musical skills together with urban young adults*. Paper presented at the International Society for Music Education World Conference, Baku, Azerbaijan.

Linsin, T. (2018). *Networked music learning: In theory and in practice*. Paper presented at the New England Music Teacher Educators Consortium, University of Connecticut, Mansfield, CT.

Linsin, T. (2018). *Songs of remembrance: John Bavicchi and the music of home*. Presented at the Conversation on Music Education, Boston University, Boston, MA.

Smith, T., & Linsin, T. (2018). *Research for practice: A working partnership*. Presented at the Massachusetts Music Educators Association All-State Conference, Boston, MA.

Linsin, T. (2017). *Building bridges and border crossings: An interconnected approach to music education*. Paper presented at the Boston University Tanglewood Conversation, Boston University College of Fine Arts, Boston, MA.

Linsin, T., & Ehrenfeld, J. (2017). *The Ed Sullivan Fellows program evaluation: Preliminary results*. Paper presented at the New York University Impact Conference, New York, NY.

Linsin T. (2016). *Adolescent musicians' music learning networks: Implications for policy and practice*. Paper present at the Berklee City Music Research Summit, Newark NJ.

Linsin, T. (2015). *Music learning networks: Understanding and supporting young musicians*. Paper presented at the Berklee City Music Summit, Columbia University Teachers College, New York, NY.

Linsin, T. (2014). *Music learning among adolescents: Evidence from social network analysis*. Paper presented at the International Society for Music Education World Conference on Music Education, Salvador and Porto Alegre, Brazil.

Linsin, T. (2014). *Finding their voice: An exploration of musical learning among young musicians*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Linsin, T. (2014). *Music learning networks: Supporting the music learning of adolescents*. Paper presented at the International Network for Social Network Analysis, St. Pete Beach, FL.

Linsin, T. (2014). *Primary education in rural India: A multilevel analysis*. Paper presented at the Comparative and International Education Society Conference, Toronto, Ontario, Canada.

Linsin, T. (2012). *Student learning in government schools in rural India: A multilevel analysis*. Paper Presented American Educational Research Association Annual Meeting, Vancouver, British Columbia, Canada.

Linsin, T. (2007). *Low-wage earners: Their work environments and what they would change about them*. Paper presented at the Harvard Graduate School of Education Student Research Conference, Boston, MA.

BOSTON UNIVERSITY D.M.A. STUDENT GRADUATES & DISSERTATION TITLES

Sean Joseph Abel—Music Curriculum Priorities of California Community Colleges: Stakeholders and Practice

Megan Foley—Patriarchal Killjoys: The Experiences of Three (Female) University Band Directors
Keith Heimann— “Evil at a Glance”: “The Etude” Educational Cartoons from the Etude Magazine.

Joseph Pondaco—“You Have To Work With What The Computer Has”: Music Software Affordances and Student Compositions

Elizabeth Kathryn Stanley—The Nature of Applied Voice Teaching Expertise: Common Elements Observed in the Lessons of Three Exemplary Applied Voice Instructors

BOSTON UNIVERSITY SERVICE AND OUTREACH

Faculty Mentor and Founder 2017-2020
Teaching Music to Empower, Partnership with Urban College of Boston

Faculty Director 2017-2020
On-campus and Online Faculty and Student Research Symposia

Faculty Director 2017-2020
Visiting Scholar and Artist Seminar Series

Faculty Conference Co-Director 2018-2019
The Conversation on Music Education at Boston University

Faculty Mentor 2018-2019
Boston University Arts Lab Fellows Program

Curriculum Committee Member 2018-2019
Music Education and Social Justice master’s concentration

K-12 AND OTHER TEACHING EXPERIENCE

General Educational Development (GED) Teacher Action for Boston Community Development; Dorchester, MA	2002-2006
Founding Director Hermosa Valley School Music Program; Playa Hermosa, Cóbano, Costa Rica	2001-2002
Guitarist and Music Educator Boston, MA	2001-Present

BOARD PARTICIPATION

Farm School & Pasture Raised Kids Fort Jones, CA Member of the Board of Directors	2023-Present
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PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
- College Music Society
- Community Music Activity Commission
- Comparative and International Education Society
- International Network for Social Network Analysis
- International Society for Music Education

LANGUAGES

Intermediate Spanish—reading, writing, and speaking.