

THE CUTTING EDGE

The Cutting Edge is a student-run publication founded in 2015 by Julia Quintero, an enterprising senior with a vision for improving the future through education research. The name of the journal reflects its dedication to promoting novel, innovative, and groundbreaking scholarship in the discipline of Education. It showcases the best undergraduate work of Stanford students, selected through a process of peer review. For additional information about the journal, please visit us online at ojs.stanford.edu.

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This publication was made possible by support from the Bingham Fund for Innovation in the Program in Human Biology.

FOUNDER'S NOTE

I am proud to present the inaugural issue of *The Cutting Edge*, Stanford University's first undergraduate journal of education research. The purpose of this journal is threefold: to encourage students to explore their academic interests in education; to ignite intellectual curiosity about education research in its readers; and to model undergraduate scholarship in education research for other universities.

Stanford University has had a long record of groundbreaking contributions to the field of education. Nevertheless, American universities historically have not prioritized education research, relative to studies done in the natural sciences and other social sciences. As teachers, administrators, parents, and reformers increasingly recognize the significance of evidence-based practices and policies, they also are beginning to acknowledge that effective efforts to reduce education inequality and to improve the quality of education for all children in the United States must be rooted in rigorous research. It is important now more than ever to continue Stanford's tradition in conducting thorough, high-quality investigations and to foster an interest in undergraduates who might consider careers in education.

The creation of this journal signifies an important step towards both elevating education research and attracting the skills and creativity of the brightest and most curious young scholars to the field. The future of education depends on it. I have three hopes for this journal: that it will inspire students to a career in education research; that it will help them to recognize their enormous potential for long-lasting impact; and that it will stimulate conversation – on campus and beyond – among students who are the world's future leaders, parents, voters, and potential advocates for education reform.

This journal could not have come together without the persistent leadership and meticulous editing of Sarah Sadlier, the journal's first Editor-in-Chief, nor without John Willinsky, Director of the Graduate School of Education Honors Program, whose dedication to open-source publishing and undergraduate scholarship brings out the best in Stanford's academic community.

JULIA QUINTERO

AUTHORS' BIOGRAPHIES

Sammi Cannold graduated from Stanford in 2015 with a B.A. in Theater and Performance Studies and a minor in History. At Stanford, she also served as the artistic director of *At the Fountain* Theatricals and directed theater for Ram's Head Theatrical Society, the Theater and Performance Studies Department, and Stanford Live. She is currently the Hasty Pudding Artistic Fellow at the American Repertory Theater and an MA candidate at the Harvard Graduate School of Education, where she has studied under Finnish school system expert Pasi Sahlberg. Next year, Sammi will be the second assistant director on the Broadway premier of *Natasha, Pierre & the Great Comet of 1812*.

Anna Gabriella Casalme graduated from Stanford in 2015 with a degree in Human Biology and honors in Education. After graduation, she implemented her undergraduate thesis, "Engaging Children in Discussions of Disfigurement and Disability: The Wonder of Palacio's Wonder," as a Haas Summer Fellow with *Changing Faces* in London. Now, Anna is seeking to use her background in human biology, human-centered design, and education to promote child and adolescent health in creative and innovative ways. She is now serving a term as an AmeriCorps member at AltaMed, Southern California's premier network of community health centers, where she works on policy, environmental, and systemic approaches to obesity and chronic disease prevention in Southeast Los Angeles.

Natasha Patel is a member of the class of 2016, completing a BA in Philosophy, Honors in Education, and a minor in Political Science. Her current academic project is sponsored by the Hume Humanities Center, where she is an Undergraduate Fellow writing an honors thesis at the intersection of public affairs, political philosophy and education. Her interests include Latin American philosophy, the study of political rhetoric, and moral and political philosophy more broadly.

Sarah Moore graduated from Stanford in 2015 with a Bachelor of Arts in Anthropology (Honors) and Spanish. She is currently a Teach for America corps member placed in New Haven, Connecticut where she is teaching high school Spanish. She is simultaneously pursuing a Master of Science in Secondary Education from Johns Hopkins University.
