Dr. Katherine Shirey is graduating with a Ph.D. in Curriculum and Instruction in the area of Science Education. Her dissertation, “‘How do we make this happen?’ Teacher challenges and productive resources for integrating engineering design into high-school physics,” stems from her combined interests in science, art, and education.

Dr. Shirey received her bachelor’s degrees in physics and sculpture from the University of Virginia, along with her Master’s in Secondary Science Education. After graduation, Dr. Shirey spent five years teaching physics at Washington-Lee High School in Arlington, Virginia, during which she served as a teacher liaison to the IceCube Neutrino Observatory at the South Pole. Dr. Shirey works as the program manager for the Knowles Science Teaching Foundation’s Lever Engineering Group and continues to help high school science and math teachers leverage engineering-design instruction for content learning and increased student problem-solving agency.

Megan Ardovini is graduating with a Bachelor’s degree in Elementary Education with a concentration in Social Studies. At the University of Maryland, she participated in numerous organizations in the College of Education and the campus community. She completed the University Honors Program and will graduate with an honors citation, and was a recipient of the 2015 Carolyn H. and Howard F. Ahrens Scholarship through the College of Education. She served on the College’s Undergraduate Student Assembly, as the president of the Teachers Education Association of Maryland Students, and as a member of Kappa Delta Pi, an International Education Honor Society.

Ms. Ardovini has a strong record of volunteer work and community service. She volunteered in area schools through tutoring organizations and played a pivotal role in connecting a Washington D.C. Public Schools’ tutoring organization to the campus community. Ms. Ardovini brought guest speakers to student groups on campus and spearheaded a campus-wide event, as part of the Maryland Dialogues initiative, on how children’s literature can promote discussions of diversity in school. Ms. Ardovini also studied educational systems in Europe, as part of the College’s study abroad program. She plans to be an elementary classroom teacher for several years, before pursuing a masters in teaching or school counseling.

Donna L. Wiseman, Ph.D., Dean; Jennifer King Rice, Ph.D., Associate Dean, Graduate Studies and Faculty Affairs; Roger L. Worthington, Ph.D., Chair, Counseling, Higher Education, and Special Education; Kelly S. Mix, Ph.D., Chair, Human Development and Quantitative Methodology; Francine H. Hultgren, Ph.D., Chair, Teaching and Learning, Policy and Leadership.

Commencement is a formal ceremony, and we respectfully ask audience members to remain seated as each student is awarded a diploma. The College of Education has arranged for a professional photographer to take a picture of each student as they are congratulated. Graduates will receive information on how to order copies of these photographs.