

PHILLIPS EXETER ACADEMY

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# EXETER SUMMER

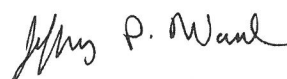
## Academic Summary

<b>Length of Session:</b>	5 weeks
<b>Dates of Session:</b>	July 5 - August 7, 2021
<b>Evaluation System:</b>	H = Honors Work S = Satisfactory Work U = Unsatisfactory Work

<b>Student:</b> Eva Michaelides	<b>Colleague ID:</b> 1030577
Alexandrou Rangavi 4 Strovolos, Nicosia 2054	

### Courses

Course	Hours	Grade
Practical Leadership Seminar	25	S
Understanding Arguments	25	H
Leadership & Society	25	S
US XC Running Session 1, 3pm	10	S
US Intro. Dance Sess. 2, 3pm	10	S



Jeffrey P. Ward, Ph.D., Director

Phillips Exeter Academy, 20 Main Street, Exeter, NH 03833-2460 | 603-777-3488 | summer@exeter.edu

# EXETER SUMMER

## Practical Leadership Seminar

<b>Colleague ID:</b> 1030577
<b>Student Name:</b> Eva Michaelides
<b>Instructor Name:</b> Ethan J. Shoemaker, Brian Lundgren
<b>SSC*PLS*A1:</b> Practical Leadership Seminar
<b>Grade:</b> S

### Course Comments

The Practical Leadership course is one of two classes within the Charles J. Hamm Leadership Program. This summer the students were given the opportunity to analyze the 'skills' of a leader and enhance these leadership skills in their practice. Grounded upon that premise that leaders aren't simply born with certain qualities but can develop effective tools, from Emotional Intelligence to effective communication to community-building, this course helped students assemble a 'toolbox' of leadership skills. Utilizing a range of readings videos, students discussed the importance of these skills around the Harkness Table while also refining them in a series of scenarios, simulations, and role-plays. We expected that students read actively, annotating the text, and preparing points of discussion, and arrive ready to engage in meaningful dialogue and application regarding the focused skill each day. To further manifest the leadership skills highlighted in class, students developed a capstone project in which they worked with a small team of colleagues to develop an event, campaign, or drive to promote social change in the Exeter community. Students were required to build an action plan, advertise across campus through newspaper articles and an all-school assembly and invest key stakeholders. Putting together this project forced the students to apply a variety of leadership skills, including group dynamics and cohesion, conflict resolution, emotional intelligence, and ethics. Furthermore, this project required the students to practice good time-management skills along with logistical planning skills. At the conclusion of the project, students reflected on what the challenges and successes of their experience taught them about leadership through a formal presentation. This also lets them exercise one of the major skills we try to develop in the program, public speaking. Throughout all of the activities of the Hamm Leadership program, Eva displayed her natural leadership skills for us all. In the final presentations of the summer, Eva's charisma and confidence were on full display. A gifted speaker, she gave excellent presentations both for her capstone group and also in her individual presentation about her best leader. Early in the summer, the students experienced a challenge course off-campus. Eva's group was filled with strong personalities. Eva was certainly not least among them. Showing her natural leadership, she quickly scaled the high ropes obstacles then guided her team through a series of ground-level challenges. All the while she did so without complaining about the near-constant drizzle of rain or persistent mosquitos. Perhaps our favorite experiences with Eva were around the Harkness table. Nearly every day the students were to read about a particular leadership skill before class, and then discuss the relevance and importance of said skill. Through these conversations, Eva's unique experiences helped to provide fresh insights to her

classmates. We highly valued Eva's contributions around the Harkness table for that reason. Unfortunately, Eva was not always eager to share her insights. Be it a natural reservation or something else, Eva's contributions to our class discussions were not even throughout the summer. Should we go back and do this whole summer again, we would hope Eva would be all the more willing to share her brilliant insights on a more regular basis around the Harkness table. With all of that said, Eva was a pleasure to have in class this summer. We enjoyed seeing her grow and develop her leadership skills. We hope that she continues to develop these skills. The world is always in need of good leaders, and female leaders like Eva in particular are all too needed. We fully expect to see Eva continuing to not only grow her leadership skills but soon start having a positive role in her community.

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# EXETER SUMMER

## Understanding Arguments

<b>Colleague ID:</b> 1030577
<b>Student Name:</b> Eva Michaelides
<b>Instructor Name:</b> Travis J. Glennon
<b>HUM*ARG*D1:</b> Understanding Arguments
<b>Grade:</b> H

### Course Comments

Summer 2021 Course Description: How might one argue for the right to an abortion or the injustice of the death penalty? In this course we will attempt to answer such questions by exploring the structure of persuasive arguments. We will cover the concepts of validity, truth, fallacy, and inductive vs. deductive reasoning, using these concepts to analyze and evaluate specific arguments. Special emphasis will be placed on legal and moral reasoning, including a study of affirmative action and abortion issues. This course is designed to improve both written and oral communication skills. We were fortunate this summer to have a group of students who not only were committed to the curriculum and process of the course, but really excelled with the principals and goals of what it means to learn under the Harkness process; this passion for the curriculum and commitment towards each others as a shared learning group, made this group of learners one of the most encouraging with whom I have had the pleasure of working. The beauty of a course such as this one, Understanding Arguments, is that the curriculum lends itself to evolving with the passions and mastery of the students in the course; this summer was no different as the students clashed, expounded, and grew together week-by-week which drove our curriculum towards a truly discussion based, student driven five weeks together. Not only were our final compositions and harkness presentations (where the students lead the discussion of a topic from their research and guide the class as if in place of the teacher) passionate and deeply argued with a growth-mastery mindset, but it lead to a final class meeting where the students took hold of summarizing their own growth in the course by requesting and driving a pure harkness discussion in an open and non traditional setting; finding that the space of the Assembly Hall, regardless of an oval structure, was just as fitting for learning than any space. Eva really found her stride at the Harkness table through the five weeks of our course this summer and it really brought out a confidence that showed her growth while learning through the Harkness methodology. What I most appreciated about her mastery of the course this summer was her vulnerability in bringing her experiences to the conversations and speaking through her own truths as a platform to engage with our analysis of contemporary issues. Eva leads her learning with empathy and really took advantage of the opportunities in this course to challenge herself in analyzing the context of arguments through multiple lenses in order to form a well articulated argument. Due to the nature of the course design, the passions and mastery of the students drove the focus of the curriculum and we spent significant time on critical analysis and the conversational argument; she showed strong capacity for success in both of these criteria and continued to

push herself to a stronger level of mastery with the art of argumentation. I thoroughly enjoyed having Eva in class and believe that she has a strong future in academics through her commitment to the growth-mastery process and her willingness to challenge her own opinions in order to build stronger beliefs. She clearly thrived in the Harkness learning environment and the growth that she showed at the table is an indicator of the success that I believe she will have as she continues her academic journey.

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# EXETER SUMMER

## Leadership & Society

**Colleague ID:** 1030577

**Student Name:** Eva Michaelides

**Instructor Name:** Tanya Judd-Pucella, Laila Hakki

**SSC\*LSO\*B1:** Leadership & Society

**Grade:** S

### Course Comments

The Hamm Leadership Program consists of two courses, Leadership and Society and the Practical Leadership Seminar. This represents our approach to the study of leadership—a blend of theory (Leadership and Society) and practice (the Practical Leadership Seminar) which help individuals explore who they are as leaders and develop a skill set to return to their homes and lead. In addition to the two courses, there are experiential components that the leadership students participate in, including a field trip and a capstone project. Our field trip was to a challenge course at the Browne Center, located at the University of New Hampshire. The students engaged in a number of problem solving and team building activities in the morning. The experience also included more team building activities and high obstacles, where students (if they chose) could safely challenge themselves to participate in the various elements. The Leadership and Society course utilized a variety of articles on various elements of leadership from a variety of scholars in the field. We read selections from leadership scholars like Barbara Kellerman, Peter Northouse, and Gama Perruci, as well as leaders such as Martin Luther King Jr. We discussed varied leadership topics including the Five Components Model of Leadership, power and influence, followership, women in leadership, and 'bad' leadership. Students critically read and discussed these passages to identify the various leadership concepts that they included, always with an eye to how these concepts might apply to their own development as leaders. They wrestled with the difficulty of defining what leadership is and analyzed a wide variety of ways to describe the concept and ended the summer by developing their own leadership philosophy. The discussions took place in the Harkness format, which requires students to critically evaluate the text and apply it in a number of contexts. Our expectation is that the students read actively and come to class ready to engage in deep dialog about interpretations, questions, conclusions, etc. Eva started off as a quiet presence at the Harkness table. She indicated that she was struggling with the language barrier with English being her second language. She mentioned that she had trouble with confidence in what she wanted to say and overthinking, which did not allow her to speak. Through the summer she gained confidence and became a more active participant at the table, giving thoughtful contributions. Eva was committed to using the feedback she received from her instructors to improve her participation, and it showed. The students were introduced to a set of criteria from the Center for Public Leadership's America's Best Leaders project that can be used to evaluate and rank leaders. They wrote a paper analyzing these criteria and beginning to apply them to their leader. The final week consisted of the students using these

criteria to present information on who they perceive the 'best leader' to be by applying the evaluative criteria. Eva selected Alexander the Great as her Best Leader. Eva's paper did not show an initial understanding of the criteria used in the project. Eva received feedback on what she could do to improve her work as she moved on to the next phase of the project. As a result, her paper received a grade of unsatisfactory, but she still had the possibility of improving her grade for the project. Her presentation showed a better understanding of the criteria and ways to apply the criteria to her leader. She did struggle with fully developing her leadership connections to other concepts and themes covered in the class. Her presentation received a Satisfactory. As a culminating activity, the students developed a philosophy statement that reflected their own definition of leadership, identified the most critical skills and traits a leader needs, and included a plan for how they will utilize their knowledge of leadership in the future. Eva indicated that her biggest revelation from the summer is the importance of followers. Her definition at the end of the summer read, in part: 'Leadership for me, is when a person can understand both roles of a leader and a follower and can empathize with the follower. The leader must be able to influence not only their followers but also be able to open people's minds and inspire them to learn about different subjects that they are not aware of.' She noted her strength as a leader was in inviting others in and making them feel comfortable, which is something we definitely observed in her work. She also wants to work on being more confident in her participation, which would indeed help her in leadership roles. Based on the combination of all these factors, Eva earned a grade of Satisfactory for the class.

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# EXETER SUMMER

## US XC Running Session 1, 3pm

<b>Colleague ID:</b> 1030577
<b>Student Name:</b> Eva Michaelides
<b>Instructor Name:</b> W. Gordon Coole
<b>SPE*UXC*S11:</b> US XC Running Session 1, 3pm
<b>Grade:</b> S

### Course Comments

In the course description for Cross Country Running it is stated that 'students will improve their cardiovascular fitness and their physical strength through daily runs on the fields, in the woods and throughout the campus and town of Exeter.' We met this expectation well as we explored the multitude of running trails in the Academy woods, ran on the pathways throughout the campus, and did a variety of loops around the town of Exeter. We also experienced up-tempo running on the track to work on speed development in support of our distance running. The unusually rainy weather made us be a bit creative but each day we managed to move our minds, bodies and souls in support of our good overall health. As a fun activity, we did a 'Nike running tour' celebrating the origins of the Nike shoe industry in Exeter where we visited the building that housed the original factory and research and development program as well as the George and Phillips Sporting Goods store that sold Nike 'seconds' back in the 1970's and early 80's. There are photos and a supporting article on the Canvas pages for all to check out. Another twist was the inclusion of mind-body work including meditation and doing controlled breathing/breathwork and learning how to breathe. We also learned about the importance doing recovery work, and spent some time on setting intentions and affirmations. Eva is a wonderful person and was a dedicated, consistent participant throughout the session. I could always count on her to show up with a smile, be a highly positive presence, and offer a big thank you at class end. She spoke passionately about her home and dreams of her future. She quickly connected with her peer runners and participated fully. Eva, while not a strong runner, gave her best in every class. It was truly a pleasure having Eva in class. I wish her all the best as she moves forward.

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# EXETER SUMMER

## US Intro. Dance Sess. 2, 3pm

<b>Colleague ID:</b> 1030577
<b>Student Name:</b> Eva Michaelides
<b>Instructor Name:</b> Amberlee Darling
<b>SPE*UID*S21:</b> US Intro. Dance Sess. 2, 3pm
<b>Grade:</b> S

### Course Comments

During the Summer Session Intro to Dance, students from all over the world came together and gained basic technical proficiency in a sampling of dance genres; including modern, jazz, hip-hop, Broadway, Michael Jackson Music Video dance and more. The students of the Intro to Dance class came to Phillips Exeter with many different abilities and dance experience, making the class and our time in the dance studio all the more rich and rewarding. In the short 2.5 weeks we spent dancing together, the students were surprised at how much they learned and accomplished daily. I am so proud of how hard Eva worked at gaining new skills in the art of dance this summer. Her love of dance and wonderful attitude in class was infectious. Congrats on having a great summer and keep dancing!

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## Advisor Comments

**Advisor Name:** Elizabeth Morse

This summer, twenty-one Upper School girls ranging from four continents and countless states lived together in community in Bancroft Hall. We successfully navigated any challenges that COVID presented and all students were compliant with capacity limits and mask wearing in the dorm. Despite all students having their own rooms this summer, the girls learned how to live in difference with one another through using our common spaces. During the five weeks, Bancroft participated in numerous activities including Summer School Life Day, a walking food tour of Exeter, a pool party, movie night, s'mores night, spa night, and a "hot topics" presentation evening. There were opportunities to enjoy late night pizza, feast on Chinese food, and celebrate three birthdays with ice cream and cake, just to name a few. Our common room witnessed celebrations, hard work, dance parties, t-shirt decorating, and many other activities that truly brought out the cultures of our Bancroft girls. Listening to everyone engage in numerous conversations about their home cultures was a highlight for all dorm faculty, proving that our girls really created a family and home away from home. The crowning achievement for the "Fabulous Fighting Flamingos" as they affectionately called themselves, was winning Field Day out of all of the Upper School girls dorms! Overall, Bancroft was an outstanding place for all to learn how to respect and admire their peers. Most girls left the program with a new understanding of camaraderie, friendship, and courtesy as they successfully navigated five full weeks of three to four classes daily, fitness time, meals, and homework, not to mention socializing galore, even despite the restrictions that COVID brought! It was always incredible to bear witness to the many living and learning experiences students had as they enjoyed each other's company. Eva was a very involved student who really seemed to enjoy the program and grow as a person this summer. As a group we discussed normal topics like school schedules, which felt really strange to those of us who had been strictly online for a long time. We spent time talking about the expectations that society puts on high achieving girls, but we also discussed regional baked goods. Eva had a lot of fun this summer making friends in the dorm, being social and celebrating her birthday with her friends. She reflected that she learned independence and time management. Eva reflected that she really grew in sports as well. She learned a lot about running, which she thought she would hate and really tried to change, but then discovered that she was good and enjoyed it. This was an excellent lesson for Eva because she really discovered that there is a benefit in giving something new a chance. Between sports and her strong performance in the classroom, Eva had a good five weeks at Exeter Summer. It was a real pleasure to get to know her in the dorm, I wish her all the best in her future pursuits.

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