

Crescent Ed Annotated Bibliography (MLA) - [og doc](#)

Young Entrepreneurs Academy – Philadelphia. *Young Entrepreneurs Academy of Philadelphia*. YEA!, <https://www.yeaphilly.org>. Accessed 12 Feb. 2026.

This source provides information about a hands-on entrepreneurship education program that helps middle and high school students develop, pitch, and launch real businesses. I selected this source because it closely aligns with Crescent Ed's core goal of guiding youth from idea to execution rather than focusing only on theory. I found this source useful because it demonstrates the effectiveness of experiential learning, mentorship, and milestone-based progress, all of which directly influenced Crescent Ed's guided module structure. One limitation of this source is that it is primarily in-person and location-based, which limits accessibility. This limitation reinforced my decision to build Crescent Ed as a digital platform that expands access to similar learning experiences regardless of location or resources.

TiE Philadelphia. *TiE Young Entrepreneurs (TYE) Program*. TiE Global, <https://philadelphia.tie.org>. Accessed 12 Feb. 2026.

This source provides information about the TiE Young Entrepreneurs program, which connects students with experienced mentors and walks them through the startup development process. I selected this source because Crescent Ed is inspired by mentorship-driven learning, particularly the idea of guided feedback and real-world application. I found this source useful because it shows how accountability, iteration, and exposure to professionals improve learning outcomes for beginner entrepreneurs. One limitation of this source is that it relies heavily on access to professional networks, which may exclude some students. This limitation strengthened the case for Crescent Ed's AI mentor, which aims to provide scalable and equitable guidance.

Urban League of Philadelphia. *Entrepreneurship Center*. Urban League of Philadelphia, <https://www.urbanleaguephila.org>. Accessed 12 Feb. 2026.

This source provides information about business education, networking, and support services for underrepresented entrepreneurs. I selected this source because accessibility and equity are foundational values of Crescent Ed. I found this source useful because it highlights the real barriers faced by marginalized communities and how education can reduce those barriers. One limitation of this source is that it focuses primarily on adult entrepreneurs rather than youth. Despite this, it strongly influenced Crescent Ed's mission to create early access to

entrepreneurship education. I would say it also helped me recognize how important it is for entrepreneurship education to start earlier, so that young people already have the knowledge and confidence to take advantage of resources like these when they reach adulthood.

Philadelphia Housing Authority. *Entrepreneurial and Small Business Resources*. Philadelphia Housing Authority, <https://www.pha.phila.gov>. Accessed 12 Feb. 2026.

This source provides information about free local business resources available to Philadelphia residents. I selected this source because it helped me understand the existing entrepreneurship support ecosystem in the city. I found this source useful because it showed that while resources exist, they are often fragmented and difficult to navigate. One limitation of this source is the lack of a structured learning pathway, which reinforced Crescent Ed's role as a centralized, guided starting point for young entrepreneurs. Then also seeing how these resources are organized also helped me think about how Crescent Ed could act as a first step that prepares users before they ever approach programs like these.

SEAMAAC. *Urban Arts Entrepreneurship Program*. SEAMAAC, <https://www.seamaac.org>. Accessed 12 Feb. 2026.

This source provides information about a creative entrepreneurship program designed to empower youth through arts-based business education. I selected this source because Crescent Ed is designed to be inclusive of creatives and nontraditional entrepreneurs. I found this source useful because it emphasizes culturally responsive education and community engagement. One limitation of this source is that it focuses specifically on arts entrepreneurship, whereas Crescent Ed serves a broader range of business ideas. However, this focus helped shape Crescent Ed's inclusive design philosophy. This example also showed me that entrepreneurship education can be connected to culture and creativity, which is something I want Crescent Ed to support rather than limit.

Magic Academy. *Magic Academy Entrepreneurship Program*. Magic Academy, <https://www.magicacademy.org>. Accessed 12 Feb. 2026.

This source provides information about a program that blends leadership development, life skills, and entrepreneurship education for youth. I selected this source because Crescent Ed aims to teach both business skills and personal development. I found this source useful because it reinforces the idea that entrepreneurship education should include mindset, discipline, and responsibility. One limitation of this source is its limited online presence, but it still

contributed to Crescent Ed's holistic approach. This reinforced my belief that teaching entrepreneurship should not only focus on making money, but also on building character, discipline, and long-term thinking.

Dewey, John. *Art as Experience*. Penguin Books, 2005.

This source provides a philosophical framework for understanding learning as an active, experiential process. I selected this source because Crescent Ed is built around learning-by-doing rather than passive content consumption. I found this source useful because it supports the idea that meaningful learning occurs through interaction, reflection, and experience. One limitation of this source is that it is not directly focused on entrepreneurship or technology. However, its principles strongly influenced Crescent Ed's UX and learning flow. This perspective helped me think about Crescent Ed not just as information, but as an environment where users actively experiment, reflect, and develop ideas.

Aurelius, Marcus. *Meditations*. Translated by Gregory Hays, Modern Library, 2002.

This source provides insight into Stoic philosophy, focusing on self-discipline, resilience, and reflection. I selected this source because mindset is critical for young entrepreneurs facing uncertainty and failure. I found this source useful because it informed Crescent Ed's emphasis on emotional regulation and personal growth alongside business education. One limitation of this source is that it is an ancient philosophical text, but its timeless principles remain highly relevant. These ideas are especially relevant for entrepreneurship because starting something new requires patience, discipline, and the ability to keep moving forward despite setbacks.

Greene, Robert. *Mastery*. Viking, 2012.

This source examines how individuals develop expertise through practice, mentorship, and long-term commitment. I selected this source because Crescent Ed is designed to guide users from beginner to confident creator. I found this source useful because it reinforces the importance of structured progression and persistence. One limitation of this source is that it is more narrative than instructional, but it helped shape Crescent Ed's long-term vision. This concept connects strongly with Crescent Ed because the platform is meant to guide users step-by-step so they gradually build real skill and confidence over time.

National Aeronautics and Space Administration. *NASA Engineering Design Process*. NASA, <https://www.nasa.gov>. Accessed 12 Feb. 2026.

This source outlines a structured process for problem-solving, iteration, and design. I selected this source because entrepreneurship and product development follow similar iterative cycles. I found this source useful because it influenced how Crescent Ed frames idea creation, testing, and refinement. One limitation of this source is that it is engineering-focused, but its framework translated well into business ideation. Because entrepreneurship often involves testing ideas, learning from mistakes, and improving solutions, this process mirrors the same cycle that startups and creators go through.

“FEAD: Figma-Enhanced App Design Framework.” *arXiv*, <https://arxiv.org>. Accessed 12 Feb. 2026.

This source provides research on improving educational app design through structured UI/UX frameworks. I selected this source because usability is critical for first-time users of Crescent Ed. I found this source useful because it informed how I approached interface design and navigation. One limitation of this source is its technical language, but its insights were still applicable. This research helped confirm that strong interface design is not just visual but also structural, guiding users clearly through each step experience. Also helped me think more intentionally about how the structure of an interface can guide users step by step through a learning process instead of leaving them confused about what to do next.

“Integrating Generative AI in Business Education.” *arXiv*, <https://arxiv.org>. Accessed 12 Feb. 2026.

This source explores how generative AI can enhance personalized learning in business education. I selected this source because AI personalization is a core feature of Crescent Ed. I found this source useful because it validated the educational value of AI-guided learning. One limitation of this source is its focus on higher education, but the principles still apply to youth learning. I think understanding how AI can support creative thinking helped shape my vision for Crescent Ed’s AI mentor as a guide rather than a replacement for human learning.

“AI Assistants for Personalized Learning.” *arXiv*, <https://arxiv.org>. Accessed 12 Feb. 2026.

This source examines AI systems that adapt learning experiences to individual users. I selected this source because Crescent Ed is built around a personalized AI mentor. I found this source

useful because it supports the feasibility of adaptive guidance without overwhelming learners. One limitation of this source is that it is largely theoretical, but it helped inform Crescent Ed's system design. This helped me think about how Crescent Ed could adjust its guidance depending on a user's experience level so beginners are not overwhelmed.

Backpack Interactive. *Learner Experience Design & UI*. Backpack Interactive, <https://www.backpackinteractive.com>. Accessed 12 Feb. 2026.

This source provides practical guidance on designing effective educational software. I selected this source because user experience is essential to engagement and motivation. I found this source useful because it influenced Crescent Ed's layout, navigation, and onboarding flow. One limitation of this source is that it is industry-focused rather than academic, but it offers highly actionable insights. There's also helped me realize that even small design decisions can affect whether a learner feels confident using a platform or gives up because the experience feels confusing.

UXDesign.cc. *What Does UX in Education Look Like?* UXDesign.cc, <https://uxdesign.cc>. Accessed 12 Feb. 2026.

This source explains how UX principles apply specifically to educational software. I selected this source because Crescent Ed targets first-time learners. I found this source useful because it helped differentiate educational UX from standard app design. One limitation of this source is its broad scope, but it helped refine Crescent Ed's user flow. This perspective helped me better understand how navigation, layout, and onboarding all influence whether a learner stays engaged or becomes frustrated. This reinforced the importance of designing an interface that feels simple and encouraging so that new users feel comfortable exploring the platform.

Conner, Clifford D. *A People's History of Science: Miners, Midwives, and "Low Mechanicks"*. Nation Books, 2005.

This source explores how innovation has historically come from everyday people rather than elites. I selected this source because Crescent Ed is built on the belief that entrepreneurship should be accessible to everyone. I found this source useful because it reinforced the importance of democratizing knowledge. One limitation of this source is that it is historical rather than instructional, but it deeply informed Crescent Ed's philosophy. All in all the perspective aligns closely with Crescent Ed's mission to make entrepreneurial knowledge accessible to anyone, not just those with special opportunities or resources.

Instructables. *The Art of Digital Fabrication: STEAM Projects for the Makerspace and Art Studio*. Instructables, <https://www.instructables.com>. Accessed 12 Feb. 2026.

This source provides practical tutorials on digital fabrication and design tools. I selected this source because Crescent Ed encourages hands-on creation and prototyping. I found this source useful because it supported the inclusion of practical design tools like Adobe Illustrator. One limitation of this source is that it is project-based rather than conceptual, but it aligns well with Crescent Ed's action-oriented learning model. It also reinforced the importance of learning by creating something tangible, which is a principle that strongly influences Crescent Ed's project-based approach.