

Ananda Maria Marin

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EDUCATION

- 2013 Ph.D. in Learning Sciences
Northwestern University, School of Education and Social Policy
Dissertation: Learning to attend and observe: Parent-child meaning making in
the natural world
Advisors and Dissertation Chairs: Douglas Medin, Carol Lee
- 2002 Master in Public Policy
Harvard University, Kennedy School of Government
- 1998 B.A. in Sociology
Yale University

PROFESSIONAL APPOINTMENTS

- 2022 – present Associate Professor, Qualitative Research Methods in Education, School of
Education & Information Studies, University of California, Los Angeles

Faculty, American Indian Studies, University of California, Los Angeles
- 2016 – 2022 Assistant Professor, Qualitative Research Methods in Education, School of
Education & Information Studies, University of California, Los Angeles

Faculty, American Indian Studies, University of California, Los Angeles
- 2014 – 2016 Lecturer, Northwestern University, School of Education and Social Policy
- 2013 – 2016 Postdoctoral Fellow, Northwestern University, Psychology Department
- 2006 – 2008 Assistant Dean, Student Services, City Colleges of Chicago, Harry S Truman
College
- 2005 – 2006 Director of Student Support Services, City Colleges of Chicago, Harry S
Truman College
- 2002 – 2005 College Advisor, City Colleges of Chicago, Harry S Truman College
- 1999 – 2000 Community Services Associate, Chicago Children’s Museum
- 1998 – 1999 Assistant to the Vice President of Community Services & Strategic
Initiatives, Chicago Children’s Museum

ACADEMIC HONORS & FELLOWSHIPS

2022 – 2023	Mellon Distinguished Scholar at the Center for Imagination in the Borderlands (CIB) at Arizona State University
2022	Lena Astin Faculty Mentoring Award, UCLA, Department of Education
2020 – 2021	International Society of the Learning Sciences Early Career Award
Fall 2020	University of California Humanities Research Institute, Residential Research Group Fellowship, “Disciplining Diversity”
2011 – 2012	AERA Minority Dissertation Fellowship (awarded and declined)
2011 – 2012	Dissertation Year Fellowship, Northwestern University
2011	Graduate Research Grant, Northwestern University
2008 – 2011	Multidisciplinary Program in Education Sciences Fellowship, Northwestern University
1997	Public Policy and International Affairs Fellowship, Academy for Educational Development

SCHOLARLY PUBLICATIONS

*Authored/presented with a student

Journal Articles

Bang, M., **Marin, A.**, Wemigwase, S., Nayak, P., & Nxumalo, F. (2022). Undoing human supremacy and white supremacy to transform relationships: An interview with Megan Bang and Ananda Marin. *Curriculum Inquiry*, 52(2), 150-161.

*Lindberg, L., **Marin, A.**, & *Silverman, Z. (2021). Improvisational dance as enactive cognition: What do novice dancers teach us about embodied cognition in dance? *Journal of Dance Education*, doi: 10.1080/15290824.2021.1957480

Marin, A. (2020). Ambulatory sequences: Ecologies of learning by attending and observing on the move. *Cognition and Instruction*, 38(3), 281-317.

Marin, A., Taylor, K.H., Shapiro, B.R., & Hall, R. (2020). Why Learning on the Move: Intersecting research pathways for mobility, learning and teaching. *Cognition and Instruction*, 38(3), 265-280.

Bang, M., **Marin, A.**, & Medin, M. (2018). If Indigenous peoples stand with the sciences, will scientists stand with us? *Daedalus*, 147(2), 148-159.

- Keifert, D. & **Marin, A.** (2018). A commentary on Charles Goodwin's co-operative action for learning scientists. [Review of the book *Co-operative action*, by Charles Goodwin]. *Cognition and Instruction*, 36(3), 171-187. doi: [10.1080/07370008.2018.1460845](https://doi.org/10.1080/07370008.2018.1460845)
- Marin, A.** & Bang, M. (2018). "Look it, this is how you know:" Family forest walks and knowledge building about the natural world. *Cognition and Instruction*, 36(2), 89-118.
- Page-Reeves, J., **Marin, A.**, Moffett, M., DeerInWater, K., & Medin, D. (2018). Wayfinding as a concept for understanding success among Native Americans in STEM: "learning how to map through life". *Culture Studies in Science Education*. <https://doi.org/10.1007/s11422-017-9849-6>
- Medin, D., ojalehto, b., **Marin, A.**, & Bang, M. (2017). Systems of (non-)diversity. *Nature Human Behaviour*, 1, 0088.
- Page-Reeves, J., **Marin, A.**, Bleecker, M., Moffett, M.L., DeerInWater, K., EchoHawk, S., & Medin, D. (2017). From community data to research archive: Partnering to increase and sustain capacity within a native organization. *Gateways: International Journal of Community Research and Engagement*, 10, 283-297.
- Page-Reeves, J., **Marin, A.**, DeerInWater, K., & Medin, D. (2017). Broadening conceptualizations of Native identity as foundational for success among Native Americans in STEM. *Anthropology*, 5(3). doi: [10.4172/2332-0915.1000187](https://doi.org/10.4172/2332-0915.1000187)
- Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., **Marin, A.**, Gunneau, J., & Faber, L. (2017). Children's play with a forest diorama as a window into ecological cognition. *Journal of Cognition and Development*, 18(5), 617-632.
- Bang, M., Faber, L., Gunneau, J., **Marin, A.**, Soto, C. (2015). Community based design research: Learning across generations and strategic transformations of institutional relations towards axiological innovations. *Mind, Culture, and Activity*, 1-14.
- Bang, M. & **Marin, A.** (2015). Nature-culture constructs in science learning: Human-non-human agency and intentionality. *Journal of Research in Science Teaching*, 52(4), 530-544.
- Marin, A.** & Bang, M. (2015). Designing pedagogies for Indigenous science education: Finding our way to storywork. *Journal of American Indian Education*, 54(2), 29-51.
- Bang, M., Curley, L., Kessel, A., **Marin, A.**, Suzukovich, E., & Strack, G. (2014). Muskrat theories, tobacco in the streets and living Chicago as indigenous land. *Environmental Education Research*, 20(1), 37-55.
- Bang, M., **Marin, A.**, Faber, L., & Suzukovich, E. S. (2013). Repatriating Indigenous technologies in an urban Indian community. *Urban Education*, 48(5), 705-733.
- Dehghani, M., Bang, M., Medin, D., **Marin, A.**, Leddon, E., & Waxman, S. (2013). Epistemologies in the Text of Children's Books: Native-and non-Native-authored books. *International Journal of Science Education*, 35(13), 2133-2151.

Vitae (A. Marin, updated 03/31/23)

Hermes, M., Bang, M., & **Marin, A.** (2012). Designing indigenous language revitalization. *Harvard Educational Review*, 82(3), 381-402.

Chapters in Books and Encyclopedias

Takeuchi, M.A. & Marin, A. (2022). “Globalization,” coloniality, and decolonial love in STEM education. *Oxford Research Encyclopedia of Education*.
<https://doi.org/10.1093/acrefore/9780190264093.013.1655>

Levine, S., Keifert, D., **Marin, A.**, & Enyedy, N. (2020). Hybrid Argumentation in Literature and Science for K-12 Classrooms. In N.S. Nasir, C. Lee, R. Pea, & M. McKinney de Royston (Eds.), *Handbook of the cultural foundations of learning* (pp. 141 – 159). Routledge.

Marin, A., Stewart-Ambo, T., *McDaid-Morgan, N., *White Eyes, R., & Bang, M. (2020). Enacting relationships of kinship and care in research and educational settings. In A. Ali & T.L. McCarty, (Eds.), *Critical Youth Research in Education: Methodologies of Praxis and care* (pp. 243-264). Routledge.

Marin, A. (2019). Seeing together: The ecological knowledge of indigenous families in Chicago Urban forest walks. In I.M. García-Sánchez & M. Orellana (Eds.), *Everyday learning: Leveraging non-dominant youth language and culture in schools* (pp. 41-58). Routledge.

Marin, A., Medin, M., & ojalehto, b. (2017). Conceptual change, relationships, and cultural epistemologies. In T. Amin & O. Levrini (Eds.), *Converging and Complementary Perspectives on Conceptual Change* (pp. 43-50). Routledge.

Marin, A. & Bang, M. (2017). Indigenous heritage communities of North America. In K. Peppler (Ed.), *SAGE Encyclopedia for Out of School Learning* (pp. 359-361). SAGE Publications, Inc.

Bang, M., **Marin, M.**, Medin, D. L., & Washinawatok, K. (2015). Learning by observing, pitching in, and being in relations in the natural world. In M. Correa-Chávez, R. Mejía-Arauz, & B. Rogoff (Eds.), *Children learn by observing and contributing to family and community endeavors: A cultural paradigm Vol 49* (pp. 303-313). Academic Press.

Bang, M., Curley, L., Kessel, A., **Marin, A.**, & Suzukovich, E. (2015). Muskrat theories, tobacco in the streets, and living Chicago as Indigenous lands. In K. McCoy, E. Tuck, & M. McKenzie (Eds.) *Land Education: Rethinking pedagogies for place from Indigenous, postcolonial, and decolonizing perspectives* (pp. 37 – 55). Routledge.

Medin, D., Ojalehto, B., Marin, A., & Bang, M. (2013). Culture and epistemologies: Putting culture back into the ecosystem. In M. Gelfand, CY Chiu, & Y-Y. Hong (Eds.), *Advances in culture and psychology* (pp. 177-217). Oxford University Press.

Accepted for Publication and In Press

Bang, M., Alfonso, J., Faber, L., **Marin, A.**, Marin, M., Medin, D., Waxman, S., & Woodring, J. (in press). Perspective taking in early childhood books: Implications for early science learning. *Cultural Studies of Science Education*.

Submitted for Publication

Marin, A., Taylor, K.H., Silvis, D., Vea, T., & Ma, J. (revise and resubmit). Learning ecologies with(out) lands and waters? Socio-ecological systems as an alimentary repurposing of the ecology metaphor. Submitted to *Journal of the Learning Sciences*.

Marin, A., *Bruce, F., *Morgan, N., *White Eyes, R., DeerInWater, K., & Bang, M. (under review). Indigenous science education and STEM-related education. To appear in *Oxford Bibliographies*.

Marin, A. (submitted). Between Earth and Sky: The role of kin and genealogy in my experiences of academic disciplines. To appear in *UCHRI Foundry*.

In Preparation

Bang, M., Brayboy, B., **Marin, A.**, & Smith, L.T. (in preparation). *Across Lands and Waters: Indigenous Futurities*. New York: The New Press.

Marin, A. (in preparation). The bowling alley. To appear in *Across lands and waters: Storying the futures of Indigenous education*. New Press.

Marin, A. & *Halle-Erby, K. (in preparation). “Mom, guess what? We might find Bigfoot.” Deepening understandings of more-than-human subjects in coordinated activity. To be submitted to *Journal of Learning Sciences*.

Marin, A., *Lindberg, L., *Kern, A., Faulstich, E.N.O., García-Sánchez, I., & Orellana, M. (in preparation). Ensemble-building as a context for the reorganization of attention and the collective creation of desired spaces. To be submitted to *Mind, Culture, & Activity*.

Vossoughi, S., **Marin, A.**, & Bang, M. (invited and in preparation). Human Learning and Socio-Ecological Toward Just and Sustainable Futures. To be submitted to *Review of Research in Education*.

Commissioned Papers

Vossoughi, S., **Marin, A.**, & Bang, M. (2022). Foundational developments in the science of human learning and their implications for educational research. Prepared for the National Academies of Sciences, Engineering, and Medicine.

Publications for Practitioners and the General Public

Marin, A. (2014, August). Indigenous Child Development. *Indigenous education tools*.
<http://indigenouseducationtools.org/bf/03>

Marin, A. (2013, November 13). Lessons on equity in science education from walking urban forest preserves. *Equity Alliance Blog: Arizona State University*.
<http://www.niusileadscape.org/bl/?cat=143>

CONFERENCE PROCEEDINGS, PRESENTATIONS, AND WORKSHOPS

Peer-Reviewed Conference Proceedings

Ma, J.Y., Nhalevilo, E.A., **Marin, A.**, Radke, S.C., Dewhurst, M. Krishnamoorthy, R., & Velamur, A. (June 2022). Expanding views of ‘research’ in science learning as an inclusive approach to different ‘knowledges’. In D. Tsovaltzi, S. Uttamchandani, & S. Vossoughi (Symposium Co-Chairs). *Invited symposium: Regional and epistemic heterogeneity in the learning sciences: Supporting transnational dialogues on equity and justice. General Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022*, ICLS Proceedings, 13. Hiroshima, Japan (Online): International Society of the Learning Sciences.

Meixi & **Marin, A.** (Symposium Co-Chairs, June 2022). *Storytelling and storylistening towards collective learning and relational becoming. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022*, ICLS Proceedings, 1707-1714. Hiroshima, Japan (Online): International Society of the Learning Sciences.

*Lindberg, L. & **Marin, A.**, *Kern, A., & Orellana, M.F. (June 2022). The relationality of theatre games: How undergraduates “warm-up” to embodied learning. In N. Mathayas & L. Vogelstein (Symposium Co-Chairs). *Moving toward dignity-affirming invitations to embodied participation in the design of learning environments. Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022*, ICLS Proceedings, 1740-1741. Hiroshima, Japan (Online): International Society of the Learning Sciences.

Marin, A. & Vossoughi, S. (June, 2022). Relational ethics, researchers as learners and methodological futurities. In A. Ali, N. Davis, & M. Takeuchi (co-chairs) See histories in bodies, places, and disciplinary learning: Historicizing methodologies [Symposium]. *Proceedings of the 2nd Annual Meeting of the International Society of the Learning Sciences 2022*, ICLS Proceedings, 1723-1730. Hiroshima, Japan (Online): International Society of the Learning Sciences.

Marin, A. & Rogoff, B. The multiplicities of dignity-affirming interactions: Accounting for multispecies ensembles as a context for the coordination of attention and observation. (June, 2021). *Proceedings of the 1st Annual Meeting of the International Society of the Learning Sciences 2021*. Bochum, Germany (Online): International Society of the Learning Sciences.

*Lindberg, L. & **Marin, A.** Improvisational Dance as Enactive Cognition [Short Paper]. (June, 2021). *Proceedings of the 1st Annual Meeting of the International Society of the Learning Sciences 2021*. Bochum, Germany (Online): International Society of the Learning Sciences.

Marin, A., & *Halle-Erby, K. Becoming listeners: Storywork and the development of robust land-based learning practices. (June, 2020). In Marin, A. & Bang, M. (Symposium Co-Chairs). *The power of storytelling and storylistening for human learning and becoming*. In M. Gresalfi & I.S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences*, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4 (pp. 2199-2206). Nashville, Tennessee: International Society of the Learning Sciences.

Marin, A., & *Halle-Erby, K. The polyphonics of walking reading and storying land. (June, 2020). In Hall, R. (Symposium Chair). *Designs for learning with and through sound*. In M. Gresalfi

& I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (pp. 458-459). Nashville, TN: International Society of the Learning Sciences.

Marin, A., *Halle-Erby, K., *McDaid-Morgan, N., Meixi, Collins, C., Booker, A. & Bang, M. (June, 2020). Ethics and researcher learning. In M. Gresalfi & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (pp. 431-433). Nashville, TN: International Society of the Learning Sciences.

Marin, A., Orellana Faulstich, E.N., *Bordeaux, C., *Clark, H., *Gravell, J., *Lindberg, L., *Morales, D., *Rodriguez, L. & *White Eyes, R. (June, 2020). The embodied and relational dimensions of video as substrate. In M. Gresalfi & I. S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 3* (pp. 1471-1478). Nashville, TN: International Society of the Learning Sciences.

*Lindberg, L. & **Marin, A.** (June, 2020). Designing dance for museums: Using diagrammatic transcripts to analyze embodied interactions in an informal learning environment. In M. Gresalfi & I.S. Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 3* (pp. 1767-1768). Nashville, TN: International Society of the Learning Sciences.

Marin, A., Bang, M., & *Nolan, C. (June, 2018). Community based place designing: Innovations in design practices for expansive science education. In J. Kay & R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count. Proceedings of the 13th International Conference of the Learning Sciences (ICLS) 2018 Volume 2* (pp. 1316-1317): London, UK: International Society of the Learning Sciences.

Marin, A. (June, 2014). Re-placing walking in the analysis of children's observational inquiry. In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. Penuel, A. S. Jurow, K. O'Connor, T. Lee, & L. D'Amico (Eds.), *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 3* (pp. 1240-1241). Boulder, CO: International Society of the Learning Sciences.

Duarte Olson, I. & **Marin, A.** (June, 2014). Becoming Samba: Understandings of the process of auto-regulation through the relationship between audience and school. In J. Kay & R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count. Proceedings of the 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 3* (pp. 1373-1374): London, UK: International Society of the Learning Sciences.

International and National Conferences

Marin, A., *Lindberg, L., *Kern, A., & Orellana, M.F. (2022, November). The physical nature of building knowledge through theater games for undergraduates. In I. García-Sánchez (organizer) & S.J. Johnson (chair), *Unsettling landscapes of sociality and learning: Movement, touch, and affect [Symposium]*. American Anthropological Association Annual Meeting, Seattle WA, USA.

Elliott, C.H., Vogelstein, L., Radke, S., Silvis, D., DeLiema, D., Shapiro, B., & **Marin, A.**, (2022, April). Everyday interaction analysis: Public forms and public forums for making sense of video. In **A. Marin** & D. Silvis (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Keifert., D.T., **Marin, A.**, DeLiema, D., (2022, April). Foregrounding expansive relations: Toward methods of assembly and weaving in longitudinal interaction analysis. In **A. Marin** & D. Silvis (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Krishnamoorthy, R., Elliott, C.H., Ma, J.Y., & **Marin, A.M.**, (2022, April). Desettling interaction analysis. In **A. Marin** & D. Silvis (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Silvis, D., Vea, D., **Marin, A.M.**, Taylor, K.H., & Ma, J.Y., (2022, April). Analyzing socio-ecological infrastructures as part of the interaction order. In **A. Marin** & D. Silvis (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Vogelstein, L., Lindberg, L.E., Brady, C., **Marin, A.M.**, Hall, R.P., Steinberg, R., Thomas, C., Orellana Faulstich, E.N., (2022, April). Embodied Interaction Analysis. In **A. Marin** & D. Silvis (chairs), What's next for Interaction Analysis of learning? Aligning analytical approaches with theoretical turns [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA, USA.

Marin, A. (April, 2020). Sociotechnological arrangements for learning about nature-culture relations. In Taylor, K.H. (Chair). *Learning in tech ecologies: Coming clean about the ecological consequences of "educational innovation."* Symposium to be conducted at the American Educational Research Association Annual Meeting. (Conference canceled due to COVID-19 pandemic)

Marin, A., Orellana Faulstich, E.N., *Bordeaux, C., *Clark, H., *Gravell, J., *Lindberg, L., *Morales, D., *Rodriguez, L. & *White Eyes, R. (April, 2020). Developing embodied, relational, & ethical practices for co-viewing and analyzing video "data." Symposium to be conducted at the American Educational Research Association Annual Meeting. In McCarty, T.L. (Chair). *Reclaiming the possibilities of connectivity: Relationality in education research and action.* Symposium to be conducted at the American Educational Research Association Annual Meeting. (Conference canceled due to COVID-19 pandemic)

Marin, A. & *Raygoza, L. (April, 2020). Indigenous families' encounters with maps and their story mapping experiences. In Jones-Bey, N.M. (Chair). *Decolonial map-making: Critical methodologies contextualizing disruption, refusal, and relationality.* Symposium to be conducted at the American Educational Research Association Annual Meeting. (Conference canceled due to COVID-19 pandemic)

Marin, A., *McDaid-Morgan, N., *Nolan, C.L., & Bang, M. (April, 2019). Walking pedagogies and Indigenous resurgence in learning environments. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Marin, A. (November, 2018). Seeing together: The ecological knowledge of Indigenous families in Chicago urban forest walks. Paper presented at the 117th Annual Meeting of the American Anthropological Association, San Jose, CA.

Marin, A., Baker-Oglesbee, A., Bruce, F., & Bang, M. (August, 2017). Collaborative Observing, Storying and Remembering of the Environment. Poster presentation at the Preconference Workshop on LOPI (Learning by Observing and Pitching In) held before the annual congress of the International Society for Cultural-historical Activity Research. Quebec City, Quebec, Canada.

Hall, R., **Marin, A.,** Taylor, K.H., Silvis, D., Pinkard, N., & Enyedy, N. (June, 2017). Location-aware technologies and a new genre of Learning on the Move (LoM)? Discussion session facilitated at the annual meeting of the Jean Piaget Society, San Francisco, CA.

Marin, A. (2017, June). Memories in the Head, Memories in the World: Walking, Place-Making, and Learning about the Natural World. Paper presented in a Discussion Session at the 47th Annual Meeting of the Jean Piaget Society, San Francisco.

Bang, M., **Marin, A.,** & Medin, D. (2016, June). Cultural–historical dynamics and possibilities in conceptualization of place and agency in children's development. Paper presented at the annual meeting of the Jean Piaget Society, San Francisco, CA.

Marin, A. (2016, June). Bodies, mobilities, and places in learning. Paper presented at the annual meeting of the Jean Piaget Society, San Francisco, CA.

Vossoughi, S., Taylor, K.H., **Marin, A.,** Silvis, D., & Philip, T. (2016, June). Historicized Bodies in Interaction: Seeing the Political and Relational Layers of Learning in Place. Discussion session facilitated at the annual meeting of the Jean Piaget Society, Chicago, IL.

Marin, A. (2016, April). Epistemic Ecologies within Family Forest Walks. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Invited Talks

Marin, A., (2022, April 5). “What do you believe in? Loch Ness Monster or Bigfoot?”: The Role of Place and Stories in the Co-Creation of Learning/Teaching Contexts. Invited talk in Education, Communication, and Technology Brown Bag Series, New York University, New York.

Marin, A., (2022, March 9). “I think about what our ancestors would do in this area”: Laminating Stories Across Time and Place. Invited talk in the Learning Science Brown Bag Series, Rutgers University, Graduate School of Education, New Jersey.

Marin, A., (2021, December 1). “What do you believe in? Loch Ness Monster or Bigfoot?”: The Role of Place and Stories in the Co-Creation of Learning/Teaching Contexts. Invited talk in

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the Center for Language, Interaction, and Culture Colloquium Series, University of California, Los Angeles.

- Marin, A.**, (2021, March 19). Deepening Understandings of Lands/Waters as a Subject in Coordinated Activity. Invited talk in the Learning Sciences Research Institute Speaker Series, University of Illinois Chicago.
- Marin, A.** (2021, February 26). Ambulatory Turns: Foregrounding the role of the body, walking, and place in studies of learning. Invited talk in the Learning Sciences Speaker Series, University of Utah College of Education.
- Marin, A.** (2020, November 9). Deepening Understandings of Lands/Waters as a Subject in Coordinated Activity. Invited talk in the CRLT Lecture Series, Indiana University Bloomington School of Education.
- Marin, A.** (2020, August). Cultural Variation in Attention, Observation, and Explanation: Learning for Indigenous Families' Science Practices. Pre-recorded presentation prepared for the Board on Science Education at the National Academies of Sciences, Engineering, and Medicine virtual meeting of the *Committee on Enhancing Science and Engineering in Prekindergarten through Fifth Grade*. (The presentation can be accessed at <https://vimeo.com/showcase/7458732>)
- Marin, A.** (2019, July 29). Indigenous Families' Practices and the Design of More Equitable Learning Environment. Opening keynote presentation for the 2019 Symposium on Early Childhood Mathematics Professional Development, Teachers Development Group, Portland, OR.
- Marin, A.** (2019, June 11). Land based pedagogies. Invited presentation for "Toward a Comparative Perspective of Culturally Sustaining Pedagogies: A Symposium for Dialogue and Collaboration." Spencer funded symposium organized by H. Samy Alim (UCLA), Django Paris (University of Washington), and Casey Philip Wong (UCLA).
- Marin, A.** (2019, April 26). Ambulatory Turns: Foregrounding the role of the body, walking, and place in studies of learning. Invited talk in the CGSE Colloquium Series, University of Pittsburgh School of Education.
- Marin, A.** (2018, February 27). Walking, reading, & storying the land: Learning in the natural world. Invited talk in Learning in Informal Settings Seminar, co-sponsored by the CU School of Education and the CU Museum of Natural History at the University of Colorado Boulder.
- Marin, A.** (2018, February 10). Introduction to qualitative data analysis. Invited presentation for the CC2PhD Saturday Academic, UCLA.
- Marin, A.** (2018, January 23). Navigating Community-Based Research in the Learning Sciences. Brown Bag discussion with the Underrepresented Graduate Students in Psychology program, UCLA.

Marin, A. (June, 2017). Ambulatory turns: Ecologies of attention, mobility, land, learning, and narrative. Keynote presentation for NSF workshop, “Building Capacity for New Genre of Learning on the Move (LoM)” at Vanderbilt University (R. Hall, K.H. Taylor, and A. Marin).

Invited Panels

Session Panelist (invited), with Carol Lee (Chair), Susan Jurow, Maxine McKinney deRoyston, Antero Garcia, Nicole Mirra, and Noel Enyedy. Learning wherever it occurs: Reconceptualizing learning toward the education systems we need. Research for Racial Equity in Education. Spencer 50 Research Conference. Chicago, IL. Session held on June 24, 2022.

Session Panelist (invited), Equity in Preschool through Elementary Science and Engineering (First). Equity, Justice, and Anti-Racism in Elementary Science and Engineering Panel Discussion, Meeting 2. The Board on Science Education at the National Academies of Sciences, Engineering, and Medicine webinar on the 2022 report, *Science and Engineering in Preschool Through Elementary Grades: The Brilliance of Children and the Strengths of Educators*. Virtual webinar held on May 5, 2022 (see: <https://www.nationalacademies.org/event/05-05-2022/webinar-series-equity-in-preschool-through-elementary-science-and-engineering-first>).

Session Panelist (invited), with Thomas Philip (Organizer), Lucy Avraamidou, Isabel Martin, Audrey Msimanga, Miwa Takeuchi, Arshad Ali, Natalie Davis, Shirin Vossoughi, and Irene-Angelic Chounta. Expanding conceptions of learning: Colonialism, social movements, and possible futures. 1st Annual Meeting of the International Society of the Learning Sciences 2021. Bochum, Germany (Online): International Society of the Learning Sciences. Virtual session held on June 9, 2021.

Session Panelist (invited), Equity, Justice, and Anti-Racism in Elementary Science and Engineering Panel Discussion, Meeting 2. The Board on Science Education at the National Academies of Sciences, Engineering, and Medicine meeting of the *Committee on Enhancing Science and Engineering in Prekindergarten through Fifth Grade*. Virtual meeting held on August 26, 2020 (see: <https://www.nationalacademies.org/event/08-26-2020/enhancing-science-and-engineering-in-prekindergarten-through-fifth-grade-committee-meeting-2-virtual>).

Session Panelist (invited), with José Lizárraga (Moderator), Sepher Vakil, Pratim Sengupta, Kris Gutierrez, Kalonji Nzinga, Jennifer Vadeboncoeur, Miwa Takeuchi, and Na’ilah Nasir. Imagining socio-political and ethical horizons of the Learning Sciences: Learning with and from junior and senior scholars. Learning and Identity Special Session. 14th Annual Meeting of the International Conference of the Learning Sciences. Nashville, TN (Online): International. Virtual session held on June 22, 2020.

Workshops

Co-organizer (with Cynthia D’Angelo, David DeLiema, Ben Rydall Shapiro, & Marcleo Worsley), Multimodal learning analytics & interaction analysis: Connections, tension, & new directions. International Society of the Learning Sciences, Nashville, TN, June 20, 2019.

Vitae (A. Marin, updated 03/31/23)

Workshop Facilitator (invited, with Megan Bang), Community-based Design Research: Transforming research partnerships, methodological developments, and the design of learning environments toward more sustainable, just, and thriving relations. Learning Sciences Graduate Student Conference, Northwestern University, Evanston, IL, September 20, 2019.

Attendee and Opening Panel Member (invited), Multimodal Learning Analytics for Interaction Analysis Workshop, Northwestern University, Evanston, IL, May 3, 2019.

Workshop Facilitator (invited), Representing and Analyzing Learning on the Move. Qualitative research methods workshop University of Pittsburgh School of Education, April 26, 2019.

Attendee (invited), STEM Education for Native Students. A small group meeting sponsored by American Indian Science and Engineering Society, Denver, CO, January 28-29, 2019.

Attendee and Session Participant (invited), Cultivating Political and Ethical Perspectives on Learning, Spencer Foundation, January 11-13, 2019.

Workshop Moderator (invited), with Marcella Ernest and Shalom Staub, Creating Guidelines for Community Engagement Classes in the UC/Working with Tribal Communities. Lighting a Path Forward: UC Land Grants, Public Memory, & Tovaangar Symposium, UCLA, October 16, 2019.

Attendee and Poster Presenter (invited), Workshop on Diversifying and Deepening Engagement and Learning in STEM: Bringing Together Dutch and U.S. Scholars, The Hague, Netherlands, September 24-26, 2018.

Organizer, "Building Capacity for New Genre of Learning on the Move (LoM)," NSF CAPS Grant, Vanderbilt University, June 14-16, 2017.

RESEARCH SUPPORT

Awarded

- | | |
|-------------|--|
| 2022 – 2023 | Cattelino, J. (PI) & Marin, A. (co-PI). <i>The Truth about LA's Indigenous Waters</i> . UCLA, Barbra Streisand Fellowship on Truth in the Public Sphere. \$19,000. |
| 2022 – 2023 | Brayboy, B. (PI) & Marin, A. (co-PI). <i>Indigenous Education Salons</i> . Spencer Foundation (Award Number: 202200239). \$96,000. |
| 2021 – 2023 | Marin, A. (PI). <i>Reimagining Teaching/Learning Relations Alongside Improvisational and Ensemble Performers</i> . Spencer Foundation (Award Number: 202100272). \$250,000. |
| 2020 – 2021 | Marin, A. (PI). <i>Learning in After-School Spaces: The Role of Ensembles, Play, and Embodied Movement</i> . UCLA, Council on Research, Faculty Research Grant. \$7830. |

Vitae (A. Marin, updated 03/31/23)

- 2019 – 2020 **Marin, A.** (PI). *Teaching and Learning in Tovaangar: Ethnic Studies TEP Design Collaborative*. UCLA, Equity, Diversity and Inclusion Faculty Career Development Award. \$15,000.
- 2019 – 2020 Orellana, M.F. (PI) & **Marin, A.** (co-PI). *Bruin Club*. University-Community Links Grants Program. \$25,000.
- 2019 **Marin, A.** (PI). *Building Indigenous Education and Qualitative Research Capacity for Equity, Diversity, and Inclusion*. UCLA, Graduate School of Education & Information Studies, Dean's Diversity Student Support Initiative Award.
- 2016 – 2019 Hall, R., **Marin, A.**, & Taylor, K.H. *CAP: Building Capacity for New Genre of Learning on the Move (LoM)*. National Science Foundation, Cyber Learning & Future Learning Technologies (Award Number: 1647242). \$50,000.

Submitted (Unfunded)

- 2022 (August) Kohli, R. (PI), de los Rios, C., Marin, A., Martinez, D (co-PIs). *Building a UC K-12 Ethnic Studies Research and Practice Collaborative*. UC Multicampus Research Programs and Initiatives. \$1,130,000.
- 2020 (July) **Marin, A.** (PI). *Deepening Understandings of Relationality in Education: Learning from the Collaborative Work of Improvisational and Ensemble Performers*. Spencer Foundation. \$50,000.
- 2019 (July) Orellana, M., D'Warte, J., Enciso, P., **Marin, A.**, Zaidi, R., (co-PIs). *Forging the future: Sustaining and expanding the plurilingual, transcultural, and epistemological versatility of youth in contexts of superdiversity*. Spencer Foundation. \$500,000.
- 2019 **Marin, A.** (PI). *Learning to Collaborate and Improvise Together*. UCLA, Hellman Fellowship.
- 2018 **Marin, A.** (PI). *Researcher Learning and Practices for Analyzing Audio and Video Data*. UCLA, Hellman Fellowship.

TEACHING AND MENTORING

Teaching

Graduate Courses, UCLA

EDUC 222A: Introduction to Qualitative Methods & Design Issues in Qualitative Research

EDUC 222B: Participant-Observation and Field Methods

EDUC 222C: Qualitative Data Reduction and Analysis

EDUC 222D: Designing for Social Transformation

EDUC 222D: Learning in Interaction and Participation: Understanding the Role of Place, Bodies, & Movement

Vitae (A. Marin, updated 03/31/23)

EDUC 222D: Decolonizing Qualitative Research Methodologies in Education
EDUC 222D: Discourse and Video Analysis for Studying Learning Across Contexts (Part I)
EDUC 222D: Discourse and Video Analysis Methodologies for Justice and Equity (Part II)
EDUC 243: Reflections on Social Science Research Methods
EDUC 288: Research Apprenticeship Course
EDUC 407: The Psychological Foundations of Education, Teacher Education Program, Ethnic Studies Cohort

Undergraduate Courses, Northwestern University

Culture and Cognition, Developmental Psychology, Introduction to Schooling and Communities

Community College Courses, City Colleges of Chicago, Harry S Truman College

College Success Seminar, Native American History, GED Instructor (Institute for Native American Development)

Mentoring

Doctoral Committee, Chair or Co-Chair

Renee White Eyes, SRM (ATC, Summer 2021)
Lindsay Lindberg, US (ATC, Fall 2021; co-chair with Dr. Megan Franke)
Deborah Park, ELP (ATC Fall 2022; co-chair with Dr. Diane Durkin)
Sara Díaz-Montejano, US (ATC, Winter 2023; co-chair with Dr. Lorena Guillén)
Michelle Maye, ELP (ATC Winter 2023; co-chair with Dr. Mark Hansen)
Brande Otis, US (ATC, Winter 2023; co-chair with Dr. Lorena Guillén)
Carlos Castellanos, ELP (Ed.D. in progress; co-advise with Dr. Inmaculada García-Sánchez)
Shivani Dave, SRM (PhD in progress)
Amanda Giuliano, SRM (Ph.D. in progress; co-advise with Dr. Inmaculada García-Sánchez)
Carolyn Rodriguez, SRM (Ph.D. in progress; co-advise with Dr. Teresa McCarty)

Doctoral Committee Member

Nicole Lannoy Lawson, Anthropology (Ph.D. awarded, Fall 2018)
Raja Gopal Bhattar, HEOC (Ph.D. awarded, Winter 2019)
Margaret Mary Dahn, US (Ph.D. awarded, Spring 2019)
Lilia Rodriguez, US (Ph.D. awarded, Summer 2019)
Timothy Peter Winstanley Randall, HEOC (Ph.D. awarded, Summer 2019)
Antonya Jackson, HDP (Ph.D. awarded, Spring 2020)
Nadine Tanio, SSCE (Ph.D. awarded, Spring 2020)
Kari George, HEOC (Ph.D. awarded, Spring 2020)
Jamie Gravell, US (Ph.D. awarded, Summer 2020)
Priscilla (Lu) Liu, SRM (Ph.D. awarded, Summer 2020)
Roseanne Lopez, ELP (Ed.D. awarded, Summer 2020)
Christina Zavala, HEOC, (Ph.D. awarded, Summer 2020)
Joy Zimmerman, SRM (Ph.D. awarded, Spring 2021)
'Inoke Ve'a Hafoka, SSCE (Ph.D. awarded, Summer 2021)
Stacey Vigallon, ELP (Ed.D. awarded, Fall 2021)
Jorge Alcaraz, HEOC (Ph.D. awarded, Spring 2022)
Heather Clark, US (Ph.D. awarded, Spring 2022)
Andrew Swindell, SSCE (Ph.D. awarded, Spring 2022)
Melissa Toohey, ELP (ED.D. awarded, Spring 2022)

Vitae (A. Marin, updated 03/31/23)

Hasmik Avetisian Cochran, ELP (Ed.D. awarded, Summer 2022)
Andrea Gordillo Marquina, SSCE (ATC, Fall 2019)
Julia Karpicz, HEOC (ATC, Spring 2020)
Brenda Lopez, SSCE (ATC, Fall 2020)
Elizabeth Fast Horse, SSCE (ATC, Winter 2021)
Andrea Gambino, SSCE (ATC, Winter 2021)
Nadeeka Karunaratne, HEOC (ATC, Spring 2021)
Patricia Martin, HEOC (ATC, Fall 2021)
Xochilth Lopez, HEOC (ATC, Spring 2022)
Asil Yassine, HDP (ATC Spring 2022)
Brianna Harvey, US (ATC, Summer 2022)
Edwin Perez, HEOC (Not Yet Advanced; scheduled to propose Spring 2023)

American Indian Studies Master's Committee & Exam Supervision

Sina Rose Bear Eagle (MA awarded, Spring 2018; committee member)
Shalene Niltinna Joseph (MA awarded, Summer 2018; committee member)
Denise Morales (MA awarded, Spring 2019; committee chair)
Carlie Domingues (MA awarded, Summer 2020; co-advised with Dr. Mishuana Goeman)
Sandra Howard (MA awarded, Summer 2020; co-advised with Dr. Teresa McCarty)
Carolyn Rodriguez (MA awarded, Summer 2020; co-chaired with Dr. Mishuana Goeman)
Robby Burroughs (MA awarded, Spring 2022; co-advised with Dr. Randall Akee)
Elizabeth Rios (MA awarded Fall 2022; committee chair)
Leeann Reed (MA, in progress; committee chair)
Avory Wyatt (MA, in progress; committee chair)

Doctoral Committees Outside of UCLA

Rishi (Shruti) Krishnamoorthy (New York University, Teaching and Learning (Ph.D. awarded, Summer 2021)
Michael Bakal, UC Berkeley, Education - Critical Studies of Race, Class, and Gender (ATC, Fall 2022)
Marrok Sedgwick, University of Illinois Chicago, Learning Sciences (Not Yet Advanced)

Graduate Student Researchers

Theresa Jean Ambo (2016 – 2017)
Kyle Halle Erby (2018 – 2019)
Justin Gutzwa (Summer 2019)
Lili Raygoza (Summer 2019)
Priscilla Liu (Fall 2019)
AnMarie (Annie) Mendoza (Spring 2020; Summer 2020)
Renee White Eyes (Summer 2018; Summer 2019; Summer 2022)
Lindsay Lindberg (Summer 2020, Winter 2021 - present)
Brenda Lopez (Summer 2021 - present)

SERVICE ACTIVITIES AND AFFILIATIONS

University Committee Service

Service on Academic Senate Committees

2017 – 2020 Legislative Assembly, Representative for the Department of Education

University-wide Service

2022 – current Center for the Study of Women Advisory Committee

2021 – current American Indian Studies Center, Faculty Advisory Committee, Chair

2016 – current Interdepartmental Program in American Indian Studies, Faculty Advisory Committee

Winter 2021 – current Interdepartmental Program in American Indian Studies, Curriculum Committee

2018 – 2020 American Indian Studies Center, Publications Committee

2016 – 2021 American Indian Studies Center, Faculty Advisory Committee

Department of Education Service

2022 – current Academic Personnel Committee

2022 (fall) Ad Hoc Tenure Committee

2021 (spring) Ad Hoc Review Committee for Full Professor Merit Advancement

2021- 2022 Co-Chair, Environmental Justice Faculty Cohort Search Committee

2020-2021 Social Research Methodology Division, Course Redesign (EDUC 243) Working Group

2020 (summer) Undergraduate Major, Qualitative Methods Course Development Working Group (EDUC 156)

2019 – 2020 Qualitative Methods Faculty Search Committee

2018 – 2020 Academic Personnel Committee

2018 – 2019 TEP Faculty Search Committee

2018 (summer) Undergraduate Education Major Curriculum Committee

2017 – 2018 Social Research Methodology Division, Peer Mentoring Committee

2017 Social Research Methodology Division, Qualifying Exam Committee

Activities in Scholarly & Professional Societies

2021 – 2023 Committee Member, Review of Research Award Committee, American Educational Research Association

2018 – 2019 Program Chair, Informal Learning Environments SIG, American Educational Research Association

2017 – 2018 Program Chair-elect, Informal Learning Environments SIG, American Educational Research Association

2017 – 2018 Preconference Co-Chair, Native American and Indigenous Studies Association (NAISA) Indigenous Education Preconference

2015 – 2016 Secretary/Treasurer, Indigenous Peoples of the Americas SIG, American Educational Research Association

2014 – 2015 Secretary/Treasurer-elect, Indigenous Peoples of the Americas SIG, American Educational Research Association

2014 – 2016 Co-Coordinator, National Association in Research in Science Teaching (NARST), Strand 2: Science Learning: Contexts, Characteristics, and Interactions

Editorial Services

Editorial Positions

- *Cognition and Instruction* (Editorial Board, 2021 – current; Guest Editor, Special Issue)
- *Journal of American Indian Education* (Editorial Board, 2017 – current)

Ad-hoc Reviewing for Journals

- *AERA Open*
- *African Journal of Research in Mathematics*
- *American Educational Research Journal*
- *Anthropology and Education Quarterly*
- *Child Development*
- *Cognition and Instruction*
- *Cognitive Psychology*
- *Cultural Studies in Science Education*
- *Curriculum Inquiry*
- *Journal of the Learning Sciences*
- *Journal of Experiential Education*
- *Mind, Culture, and Activity*
- *Mellon Tribal College Research Journal*
- *Occasional Paper Series, Bank Street College of Education*
- *Psychological Bulletin*
- *Review of Educational Research*
- *Science Education*
- *Science and Technology Education*
- *Tribal College and University Research Journal*

Consulting and Professional Activities

Advisory Boards, Steering Committees, and Design Teams

2022 – present	Member, Science of Learning and Development (SoLD) Working Group
2021 – present	Co-Chair, Indigenous Education Leadership Steering Committee, The Spencer Foundation
2020 – 2021	External Advisory Board Member, Advancing Coherent and Equitable Systems of Science Education (ACESSE) Project, NSF Project #1920249
2018 – present	External Advisory Board Member, Reimagining Energy, NSF Project #1836504
2018	OpenSciEd Design Team. Specification topic: Data Analysis, Math, and Computational Thinking
2016 – present	Collaborative Member and Co-Researcher, Family Leadership Design Collaborative

Evaluation Services

- 2021 – present Evaluation Consultant, Indigenous Early Learning Collaborative (a project between First Light Education Project and Brazelton Touchpoints Foundation)
- 2017 – present Evaluation Consultant, *Learning in Places*, NSF funded grant project
- 2015 – 2020 Evaluation Consultant, American Indian College Fund, Early Childhood Education Initiatives

Reviewing for National Research and Funding Agencies

- National Science Foundation, Education and Human Resources Directorate, Division of Research on Learning in Formal and Informal Settings (DRL), AISL Panel Reviewer (2021, 2019, 2018, 2017)
- Spencer Foundation, Small Grant Review Panel (2019, 3 cycles)
- William T. Grant Foundation (ad hoc reviewer, Spring 2020)
- Board on Science Education (BOSE) at the National Academies of Science, Engineering, and Medicine, Private Reviewer for BOSE report on *Enhancing Science in Prekindergarten through Fifth Grade* (Summer 2021)

Community Service Activities

- 2016 – present Ongoing outreach and collaboration with Native American educators on educational initiatives
- 2015 – 2016 Native American Support Program Advisory Council, University of Illinois Chicago
- 2004 – 2007 Board of Directors, American Indian Center of Chicago