

# ANANDA MARIA MARIN, PhD

University of California, Los Angeles  
Graduate School of Education & Information Studies, Department of Education  
457 Portola Plaza, Moore Hall-Room 3341, Los Angeles, CA 90095-1521  
(310) 206-1877  
marin@gseis.ucla.edu

## EDUCATION

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### **Ph.D. in Learning Sciences**, December 2013

Northwestern University, School of Education and Social Policy, Evanston, IL

*Dissertation*: Learning to Attend and Observe: Parent-child Meaning Making in the Natural World

*Committee*: Drs. Douglas Medin (Chair), Carol Lee (Co-chair), Reed Stevens, and Tarajeen Yazzie-Mintz

**Master in Public Policy**, Harvard University, Kennedy School of Government, Cambridge, MA, 2002

**B.A in Sociology**, Yale University, New Haven, CT, 1998

## APPOINTMENTS

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### **University of California, Los Angeles, Graduate School of Education & Information Studies**

Assistant Professor of Qualitative Research Methods in Education, Division of Social Research Methodology, July 2016 – Present

### **Northwestern University**

Postdoctoral Fellow, Psychology Department, October 2013 – June 2016

Lecturer, School of Education and Social Policy, September 2014 - June 2016

## ACADEMIC AWARDS & FELLOWSHIPS

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### **Northwestern University**

- Dissertation Year Fellowship 2011-2012
- Graduate Research Grant 2011
- Multidisciplinary Program in Education Sciences Fellowship 2008-2011

### **Academy for Educational Development**

- Public Policy and International Affairs Fellowship 1997

## PUBLICATIONS

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### **Journal Articles**

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

### Book Chapters

- Marin, A.** & Bang, M. (in press). Indigenous Heritage Communities of North America. In Peppler, K. (Ed.), *SAGE Encyclopedia for Out of School Learning*.
- Bang, M., Curley, L., Kessel, A., Marin, A., & Suzukovich, E. (2015). *Muskrat Theories, Tobacco in the Streets, and Living Chicago as Indigenous Lands*. In McCoy, K., Tuck, E., & McKenzie, M. (Eds.) *Land Education: Rethinking pedagogies for place from Indigenous, postcolonial, and decolonizing perspectives*.
- Bang, M., **Marin, A.**, Medin, D., & Washinawatok, K. (2015). Learning by observing, pitching in and being in relations in the natural world. In R. Mejía-Arauz, M. Correa-Chávez, & B. Rogoff (Eds.), *Advances in Child Development Behavior: Research on how children learn by observing and contributing in their families and communities* (pp. 303-313).
- 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.

### Manuscripts Under Review or Submitted

- Marin, A.** & Bang, M. (revise and resubmit). "Look it, this is how you know:" Family forest walks and knowledge building about the natural world. *Cognition and Instruction*.
- ojalehto, b., **Marin, A.**, & Medin, M. (under review). Conceptual Change, Relationships, and Cultural Epistemologies. In T. Amin & Levrini, O. (Eds.), *Converging and Complementary Perspectives on Conceptual Change*.
- Page-Reeves, J., **Marin, A.**, Bleecker, M.A., Moffett, M., DeerinWater, K., Medin, D., & Echohawk, S. (under review). Transforming community data into an archive for research: strategic partnering to increase and sustain capacity within a Native organization. *The International Journal of Community Research and Engagement*.

Page-Reeves, J., **Marin, A.**, Moffett, M., DeerinWater, K., Medin, D., & Bleecker, M.A. (under review). Wayfinding as a Concept for Understanding Success Among Native Americans in STEM: “Learning how to map through life.” *Harvard Educational Review*.

Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., **Marin, A.**, Gurneau, J., & Faber, L. (revise and resubmit). Children’s Play with a Forest Diorama as a Window into Ecological Cognition. *Journal of Cognition and Development*.

### **Manuscripts in Preparation**

Bang, M. & **Marin, A.** (Invited). Urbanity and Indigenous Education. In McKinley, E. & Smith, L.T. (Eds.), *Handbook of Indigenous Education*.

**Marin, A.** (Invited). Ambulatory Turns: Ecologies of Attention, Mobility, Land, and Learning. *Mind, Culture, and Activity*.

**Marin, A.** Inclusive Research Methodologies for Advancing Justice and Equity in Indigenous Early Childhood Education. Possible Journal: *Qualitative Inquiry*.

**Marin, A.** & Bang, M. (Invited). Seeing together: The ecological knowledge of indigenous families in Chicago Urban forest walks. In García-Sánchez, I.M. & Orellana, M. *Everyday Learning: Leveraging Non-Dominant Youth Language and Culture in Schools*.

**Marin, A.** & Medin, M. Indigenous Science: Reframing the Conversations about what Counts. *Daedalus*.

Taylor, K.H., Ma, J., **Marin, A.**, & Phillips, N. Replacing the body in accounts of learning: Looking across studies that design with/in place. Possible Journal: *AERA Open*.

### **Publications for Practitioners and the General Public**

**Marin, A.** (2014, August). Indigenous Child Development. *Indigenous Education Tools*. Retrieved from <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*. Retrieved from <http://www.niusileadscape.org/bl/?cat=143>

### **CONFERENCE PROCEEDINGS, PAPERS, & PRESENTATIONS**

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**Marin, A.** (2016, June). Bodies, Mobilities and Places in Learning. Jean Piaget Society 46th Annual Meeting, Chicago, IL.

Vossoughi, S., Taylor, K.H., **Marin, A.**, Silivas, D., & Philip, T. (2016, June). Historicized Bodies in Interaction: Seeing the Political and Relational Layers of Learning in Place. Jean Piaget Society 46th Annual Meeting, Chicago, IL.

**Marin, A.** (2016, April). Epistemic Ecologies within Family Forest Walks. American Educational Research Association, Chicago, IL.

- Marin, A.** & Medin, D. (2015, April). Advancing Understandings of Culture, Human Learning, and Development. American Educational Research Association, Chicago, IL.
- Marin, A.** (2015, April). Inclusive Research Methodologies for Advancing Justice and Equity in Indigenous Early Childhood Education. American Educational Research Association, Chicago, IL.
- Marin, A.** (2015, April). Parent-Child Questioning While on the Move. National Association of Research in Science Teaching, Chicago, IL.
- Marin, A.** (2014, June). Re-placing walking in the analysis of children's observational inquiry. International Conference of the Learning Sciences, Boulder, CO.
- Duarte Olson, I. & **Marin, A.** (2014, June). Becoming Samba: Understandings of the process of auto-regulation through the relationship between audience and school. International Conference of the Learning Sciences, Boulder, CO.
- Bang, M. & **Marin, A.** (2014, March). Land's structuring of learning in learning environments and family contexts. National Association of Research in Science Teaching Annual Conference, Pittsburgh, PA.
- Marin, A.** (2013, April). The cultural nature of observation, attention and meaning-making about the natural world. American Educational Research Association Conference, San Francisco, CA.
- Marin, A.**, & Bang, M. (2013, April). The nature of attentional directives and relationships with the natural world. American Educational Research Association Conference, San Francisco, CA.
- Bang, M. & **Marin, A.** (2012, March). Mediating meanings and pedagogy through storywork: Teacher's storytelling of land-based experience. National Association for Research in Science Teaching Conference, Indianapolis, IN.
- Marin, A.**, Bang, M., & Medin, D. (2011, June). Ascribing internal states to non-human kinds: A comparison of Native American and European American authored children's books. Annual Meeting of the Jean Piaget Society, Berkeley, CA.
- Marin, A.** & Kessel, A. (2011, April). Narratives of place: Teachers' ideological becoming across design spaces and place-based instruction. American Educational Research Association Conference, New Orleans, LA.
- Marin, A.**, Bang, M., & Medin, M. (2010, June). Mental state expressions in American Indian and European American authored children books. Institute of Education Sciences Annual Research Conference, National Harbor, MD.
- Bang, M. & **Marin, A.** (2010, April-May). Reframing teacher learning as a socio-cultural situative activity: American Indian teachers teaching science. American Educational Research Association Conference, Denver, CO.
- Bang, M. & **Marin, A.** (2010, February). "We know from our elders there are spirits in there [River]": Reconstructing science education towards lived survivance, sovereignty, and sustainability. Symposium on Indigenous Education in the 21st Century, American Educational Research Association Meeting, Tempe, AZ.

**Marin, A.** (2009, June). Situating Teacher Knowledge in an American Indian Community-Based Curriculum Design and Implementation Project. Institute of Education Sciences Annual Research Conference, Washington DC.

Assaf, R., **Drake, A.**, & Lara, J. (2007, April). The Studio Classroom: Where Technology and Student Services Meet. The Higher Learning Commission Annual Conference, Chicago, IL.

## INVITED TALKS

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**Marin, A.** (2016, May 17). Indigenous Ways of Knowing. Presented at M-231/US- 31 Outreach and Education Project Curriculum and Lesson Plan Workshop, Ziibiwing Cultural Center, Mt. Pleasant, Michigan.

**Marin, A.** & Gurneau, J. (2015, November). *Defining the Focus of Partnership Work*. Webinar for Research-Practice Partnerships Forum. Available online: <http://researchandpractice.org/rppforum/>

## GRANTS

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*CAP: Building Capacity for New Genre of Learning on the Move (LoM)* (PI, Rogers Hall; co-PIs, A.M. Marin and K.H. Taylor), National Science Foundation – Cyber Learning & Future Learning Technologies 1647242, \$49,999, 08/01/16 – 07/31/17.

## RESEARCH EXPERIENCE

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**Postdoctoral Fellow** 2013-present  
Northwestern University, Department of Psychology  
Supervisor: Dr. Douglas Medin

- *Collaborative Research to Understand the Role of Culture, Identity, Epistemology and Bi-Cultural Efficacy in American Indian Educational and Professional Success in STEM* (PIs: Janet Page-Reeves, Douglas Medin, Sarah EchoHawk; Co-Investigator: Maurice Moffett), National Science Foundation – REAL 1251516
- *Collaborative Research: Cultural Epistemologies and Science Related Practice: Living and Learning in Relationships*” (PIs: Douglas Medin, Megan Bang, Joey Awonohopay, Sandra Waxman), National Science Foundation – REAL 1109210
- *Collaborative Research: Culturally Based Citizen Science: Rebuilding Relationships to Place* (PIs: Douglas Medin, Megan Bang, Joey Awonohopay), National Science Foundation – AISL 1114530

**Research Assistant** 2011- 2013  
American Indian Center of Chicago, Northwestern University

- *Collaborative Research: Cultural Epistemologies and Science-related Practices: Living and Learning in Relationships* (PIs: Douglas Medin, Megan Bang, Joey Awonohopay, Sandra Waxman), National Science Foundation – REAL1109210

**Curriculum Designer and Teacher** 2005-2011  
American Indian Center of Chicago

- *Collaborative Research: Cultural Context of Learning: Native American Science Education Project* (PIs: Megan Bang, Douglas Medin, Karen Washinawatok), National Science Foundation – REAL 0815222

## RELEVANT PROFESSIONAL EXPERIENCE

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<b>American Indian College Fund</b>	2015 - present
Evaluation Consultant, Early Childhood Education Initiatives	
<b>City Colleges of Chicago, Harry S Truman College, Chicago, IL</b>	
Assistant Dean, Student Services	2006-2008
Director of Student Support Services	2005-2006
PeopleSoft Facilitator	2004
College Advisor	2002-2005
<b>Chicago Children's Museum (CCM), Chicago, IL</b>	
Community Services Associate	1999-2000
Assistant to the Vice President of Community Services & Strategic Initiatives	1998-1999

## TEACHING EXPERIENCE

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<b>Northwestern University</b>	
<i>Lecturer, School of Professional Studies</i>	
Developmental Psychology (PSYCH 218)	Spring 2015
<i>Lecturer, School of Education &amp; Social Policy</i>	
Culture and Cognition (LOC 214)	Fall 2014; Winter 2016; Spring 2016
Introduction to Schooling & Communities (TEACH_ED 304)	Winter 2014
<i>Teaching Assistant, School of Education &amp; Social Policy</i>	
Educating the Exceptional Child, Professor Kit Harper	Summer 2013, 2012; Spring 2012
Gender and the Life Course, Professor Regina Lopata Logan	Winter 2012
Social Contexts of Education, Professor Carol D. Lee	Winter 2011; Winter 2009
Culture and Cognition, Professor Sonya Sachdeva	Fall 2011
Introduction to Community Development, Professor John (Jody) Kretzmann	Winter 2010
<b>City Colleges of Chicago, Harry S Truman College, Chicago, IL</b>	
<i>Lecturer</i>	
Inter-disciplinary Studies 101: College Success Seminar	Summer 2007; Fall 2007
History 170: Native American History	Fall 2005, 2004; Spring 2004
<i>GED Instructor</i>	
Institute for Native American Development	2001

## SERVICE ACTIVITIES

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### Reviewing

- AERA Open (2015)
- African Journal of Research in Mathematics, Science and Technology Education (2014)
- Cognition and Instruction (2015)
- Cognitive Psychology (2015)
- Journal of American Indian Education (2011-2015)
- Mellon Tribal College Research Journal (2014)
- Psychological Bulletin (2014)

- Science Education (2014-2015)
- Tribal College and University Research Journal (2015-2016)

**Association Service**

- Co-Coordinator, National Association in Research in Science Teaching, Strand 2: Science Learning: Contexts, Characteristics, and Interactions (2014-2016)
- Secretary/Treasurer, Indigenous Peoples of the Americas SIG, American Educational Research Association (2015-2016)
- Secretary/Treasurer-elect, Indigenous Peoples of the Americas SIG, American Educational Research Association (2014-2015)
- Conference Proposal Reviewer
  - National Association in Research in Science Teaching, Strand 6: Science in Informal (2014)
  - American Educational Research Association, Learning Sciences SIG (2014)
  - American Educational Research Association, Indigenous Peoples of the Americas SIG (2013)

**University Service**

- One Book One Northwestern Steering Committee (2015-2016)
- Northwestern University Native American Outreach & Inclusion Task Force (2014-2015)

**Community Service**

- University of Illinois Chicago, Native American Support Program Advisory Council (2015-2016)
- American Indian Center Board of Directors (2004-2007)
- First Nations Film & Video Festival (2004-2005)
- Co-Director, Native American Youth of Tomorrow (1999-2000)  
Selected by the Board of Directors of Chicago Native American Urban Indian Retreat to co-direct Native American Youth of Tomorrow, a volunteer-based tutor/mentor program.

**PROFESSIONAL AFFILIATIONS**

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- American Educational Research Association
- National Association for the Education of Young Children
- National Association for Research in Science Teaching