

Shea, 9/16/23

Molly Victoria Shea

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RESEARCH INTERESTS

Educational ethnographer and learning scientist focused on community-based design research. I study learning in social movements and other collective efforts to transform unjust systems. My work also supports design interventions created to interrupt social and environmental injustice. With special attention to learning in contested spaces of social transformation, I study how knowledge and practices are built, preserved, constrained and/or reorganized across settings.

EDUCATION

2013	Ph.D.	School of Education, University of Colorado, Boulder Human Development and Learning Sciences
2010	M.B.A.	University of Colorado, Boulder Entrepreneurship
2002	B.A.	Colorado College History & Politics

PROFESSIONAL POSITIONS AND RANKS HELD

2019 – present	Assistant Professor, University of Washington, Seattle
2017 – 2019	Assistant Professor, San Francisco State University, San Francisco, CA
2016 – 2017	Visiting Professor, San Francisco State University, San Francisco, CA Researcher, University of Colorado, Boulder
2013 – 2016	Program Director, Exploratorium, San Francisco, CA
2009 – 2013	Graduate Instructor, University of Colorado, Boulder
2011 – 2013	Graduate Research Assistant, University of Colorado, Boulder
2004 – 2007	Research Assistant, RAND Corporation, Santa Monica, CA

CURRENT PROJECTS

- Developing High-Tech, Low-Cost Making Projects to Enhance Computational Teaching and Learning; Website: <https://hightechlowcost.org>

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- Studying the Social and Psychological Dimensions of Student Wellbeing & Community Engagement during COVID Pandemic and Racial Reckoning
- Developing Community Partnerships through the creation of a Women's Multi-Racial Collective for Intersectional Justice.

GRANTS AND AWARDS

- 2017 Developing High-Tech, Low-Cost Making Projects to Enhance Computational Teaching and Learning; Early Concept Grant for Exploratory Research; National Science Foundation (\$300,000; Principal Investigator)
- 2021 Covid-19 Curveball: Social and Psychological Dimensions of Student Wellbeing & Community Engagement; University of Washington, Office of Research; Royalty Research Fund (\$40,000; Co-Principal Investigator with Dr. Emma Elliott-Groves)
- 2022 Reviewer of the Year for the Journal of the Learning Sciences

PUBLICATIONS

Refereed journal articles

Shea, M. V., Jurow, A. S., Schiffer, J., Escudé, M., & Torres, A. (2023). Infrastructural injustices in community-driven afterschool STEAM. *Journal of Research in Science Teaching*.

Shea, M. V. (2022). Organizing for material possibility in a community-led science program. *Mind, Culture, and Activity*, 29(2), 123-142.

Shea, M. V., & Jurow, A. S. (2020). Student-led organizing for sustainability in business. *Cognition and Instruction*, 38(4), 538-560.

Shea, M. V., & Sandoval, J. (2020). Using historical and political understanding to design for equity in science education. *Science Education*, 104(1), 27-49.

Vossoughi, S., & Shea, M. (2019). Studying the development of agency and political consciousness in science education. *Cultural Studies of Science Education*, 14, 327-334.

Bevan, B., Ryoo, J., & Shea, M. (2017). What If? Building creative cultures for STEM making and learning. *Afterschool Matters*, 25, 1-8.

Jurow, A. S., Teeters, L., Shea, M., & Van Steenis, E. (2016). Extending the consequentiality of "invisible work" in the food justice movement. *Cognition and Instruction*, 34(3), 210-221.

Jurow, A. S., & Shea, M. (2015). Learning in equity-oriented scale-making projects. *Journal of the Learning Sciences*, 24(2), 286-307.

Editor-reviewed publications

Learning Scientists for Racial Justice (November 18, 2020). 'Dear Professor': On Anti-Blackness and

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Learning. Inside Higher Ed. <https://www.insidehighered.com/views/2020/11/18/group-non-black-scholars-invites-other-professors-help-strengthen-teaching-support>

Teeters, L., Jurow, A.S., & Shea, M.V. (2016). The challenge and promise of community co-design. In V. Svihla and R. Reeve (Eds.) *Design as scholarship: Case studies from the Learning Sciences*.

Work submitted or under review

Taylor, K. H. & Shea, M.V. (Revise and Resubmit). *Designing for Data-Wisdom: Learning with One Foot Forward and One Foot Back*. *The Journal of the Learning Sciences*.

Shea, M.V. (Revise and Resubmit). *Developing Methodologies for Co-Production of Knowledge: Data Production and Analysis in Community-Based Research Partnerships*. *Qualitative Inquiry*.

Works in progress

Shea M.V., Escudé M., Hooper P. (Work in Progress). *Digital Designs that Matter: Pedagogical Realness in Afterschool Spaces*.

Shea, M.V., Guevara, C.* & Elliott-Groves, E. (Work in Progress). *Students' Civic Engagement and Online Learning in Unprecedented Times*.

Pradhan, I.*, Shea, M. V., & Jurow, A.S. (Work in Progress). *What is at risk in campus activism?: Learning as part of progressive social change in U.S. and Indian higher education*.

Peer-reviewed presentations

Shea M.V. (accepted but not presented, 2023, June) *Understanding Histories of Resistance as Mentor Texts for Designing More Just Learning Environments*, Symposium at the 14th International Conference of the Learning Sciences, Montreal, Canada.

Melendez, J., Hock, A., Taylor K. H., Shea, M. V., Germinaro, K., Elliott, E., Guevara, C., Kirshner, B., and Tivaringe, T. (2023, June). Paper presented in *Lifespans of Civic Engagement: Imagining and Enacting Justice-Centered Civic Learning Trajectories*, Symposium at the 14th International Conference of the Learning Sciences, Montreal, Canada.

Guevara, C.*, Shea, M.V., Elliott, E. (2023, April). *Undergraduates' Perspectives on the Complexities of Learning during Covid-19 and a Racial Reckoning*. Paper presented on *Equity in the Learning Sciences Higher Education*. Symposium at the American Educational Research Association Conference, Chicago, Illinois.

Shea, M.V. & Escudé, M., Torres, A., Hernandez, G., Hooper, P., Gertler, D. & Montero, J. (2021, July). *Centering Community Educators' Expertise in Designing for High-Tech Low-Cost Digital Engagement*. Connected Learning Summit Workshop.

Shea, M.V., Vossoughi, S., Bang, M., Jurow, S., Escudé, M., Sandoval, J. (2018, April). *Disrupting and Subverting Researcher Knowledge through Storytelling in a Community Based Partnership*. Paper presented on *Processes of Partnering: Local Development of Methods to Democratize Knowledge Production in Research on Learning* Symposium at the American Educational Research Association Conference, New York City, New York.

Shea, M.V., Escudé, M., Henriquez, B., McLeod, E., Pooler, P., Ryoo, J.J., & Sandoval, J. (2015, September). Making and Tinkering Towards Transformative Pedagogies and Learning Environments. Workshop presentation at the FabLearn Conference, Palo Alto, CA.

Ryoo, J.J., Shea, M.V., Vossoughi, S., Bevan, B., Bulalacao, N., Cortez, V., Escudé, M., Felten, M., Green, E., Gutierrez, E., Guan, S.P., Henriquez, B., Hernandez, M., Kekelis, L., McLeod, E., Pooler, P., Sandoval, J., Shaw, M., & Shields, K. (2015, April). Equity-oriented pedagogy for STEM-rich tinkering. Poster presented at the American Educational Research Association Conference, Chicago, IL.

Vossoughi, S., Escude, M., Kong, F., Mendoza, L., Shea, M.V. (2014) Learning Across Settings Towards Transformative Trajectories of Practice. International Conference of the Learning Sciences 2014 (Vol. 3, pp. 1474-1480). Boulder, CO: International Society of the Learning Sciences.

Jurow, A. S., Kirshner, B., Torralba, J. A., Taraboulsi, S. E., Guidalli, B., Shea, M.V., Severance, S., Teeters, L & Hall, R. (2014). Theorizing learning in the context of social movements. Boulder, CO: International Society of the Learning Sciences.

Jurow, A.S., O'Connor, K., & Shea, M.V. (2012, April). Learning takes place. Paper presented in Theorizing and transforming place in the Learning Sciences. Presidential session at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Invited talks and panels

Shea, M.V. Panel – Learning to Engage Webinar (2021, March 11). A Spencer funded project on learning in social movements, in which a panelists discussed the development of a comic book that translated research articles into comic strips for the public.

Shea, M.V. (2021, March) Pearson expert review panel for social responsibility. This yearlong review panel engaged in critical feedback for curriculum designers developing civic engagement materials.

Shea, M.V. (2020, December) Invited Panelist, Northwestern University Teacher Education Course. Responded to in-service and pre-service teachers' technology supported pedagogical designs.

Shea, M.V. (2020, April) CANCELLED Invited Talk, Geography and Environmental Science, University of Colorado Denver.

Shea, M.V. (2019, January). Invited Talk, National Science Foundation: EAGAR Maker Conference. Our project was selected by NSF program officers to be an exemplar for an Early Concept Grant for Exploratory Research in the domain of Maker Education.

Shea, M.V. (2018, March). College of Health and Human Sciences, San Francisco State University. Invited presentation on a panel of community-engaged researchers.

Shea, M.V. (2017, October). Invited Talk, Learning in Informal Settings. University of Colorado Boulder Seminar Series. Boulder, CO. This museum series invited scholars from around the country to share research on museum community partnered research.

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Bang, M., Shea, M.V., Shouse, A. (2015, March). Taking a Deeper Dive into Authentic Equity Work (The Role of Research and Practice). This presentation took place at the Council of State Science Supervisors Annual Conference. Chicago, IL.

Penuel, W., & Shea, M.V. (2014, September). R+P Collaboratory: Negotiating Problems of Practice. This presentation took place at the Department of Education Math and Science Partnership Conference, Washington, D.C.

COURSES TAUGHT

University of Colorado:

- School and Society, Undergraduate foundations course (2008-2012)
- Qualitative Methods, Teaching Assistant, Doctoral course (2011)
- Theories of Teaching and Learning, Teaching Assistant, Undergraduate course (2013)

San Francisco State University

- Participatory Action Research, Undergraduate writing intensive capstone course (2016-2019)
- Community Youth Development, Undergraduate course (2016-2019)
- Children, Families, and Community: An Ecological Perspective, Undergraduate (2017)
- Professional Roles and Careers in Child and Adolescent Development, Undergraduate (2019)

University of Washington

- Qualitative Methods, Mentor and Lead Instructor, Doctoral Course (2019-2023)
- Dilemmas of Teaching and Learning, Masters of Elementary Teaching (2019-2022)
- Understanding and Designing for Learning through Histories of Resistance, Learning Science Graduate Seminar (2020-2023)
- Community-Based Research and Practice, Undergraduate course (2020-2023)
- Critical Making and Tinkering, Graduate Seminar (2023)

SERVICE

National:

- Member of the Editorial Board of the Journal of the Learning Sciences
- Member of the Publications Committee for the International Society of the Learning Sciences
- Served on review panels for National Science Foundation ITEST, AISL, DRK-12, and STEM+C
- Served as panelist for Social Responsibility Curriculum Development Team at Pearson Education
- Review for the following Journals:
 - o Journal of the Learning Sciences
 - o Cognition and Instruction
 - o Science Education

Institutional:

- Member of Faculty Council in the College of Education representing Learning Sciences and

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Human Development Area.

- Served on the search committee for the Adolescence/Youth, Identity Development & Educational Justice Faculty Hire
- Member of the ECO Community Engagement Council

Community:

- Created curriculum with community educators as part of the Developing High-Tech, Low-Cost Making Projects to Enhance Computational Teaching and Learning Project; Website: <https://hightechlowcost.org>
- Developed STEM teaching tools related to equity in engineering and high-tech low-cost making projects
- Co-authored a piece for Inside Higher Ed entitled: "*Dear Professor*" from *Learning Scientists on Anti-Blackness and Learning*, in support of racial justice in our field and beyond.

ADVISING

Doctoral Student Committees:

- Xinxin Feng, advisor
- Christina Guevara, advisor
- Samara Jackson Tobey, advisor
- Theresa Lee, co-advisor
- Kathleen Arada, committee member
- Lauren Plitkins, committee member
- Camille Ungco, committee member
- Madeline Zdeblick, committee member
- Hailey Karcher, committee member
- Elizabeth Schuster, committee member
- Tory Brundage, committee member
- Erin Riesland, committee member
- Jeff Stone, committee member
- Adam Bell, committee member

Masters Student Committees:

- Sofia Perez, advisor
- Katherine Zhao, advisor
- Kaira Gomez-Garcia, advisor
- Keena Gentry, co-advisor
- Lindsey Hand, committee member
- Taiji Nelson, committee member