

## Biographical Sketch: **Marion Goldstein**

### Professional Preparation

|                                       |   |             |
|---------------------------------------|---|-------------|
| University of Pennsylvania            | English, Spanish; Magna Cum Laude                     | B.A., 1999  |
| New York University                   | Educational Communication and Technology              | M.A., 2005  |
| Teachers College, Columbia University | Communication, Computing, and Technology in Education | Ed.D., 2009 |

### Appointments

|              |   |
|--------------|---|
| 2018-Present | Research Scientist, Education Development Center (EDC)                                      |
| 2015-2017    | Senior Research Associate, EDC  |
| 2009-2014    | Research Associate, EDC   |
| 2007-2009    | Research Associate, Education for Thinking Institute, Teachers College, Columbia University |
| 2007-2008    | New Media Associate, Columbia Center for New Media Teaching and Learning                    |
| 2005-2008    | Research Fellow, Ben & Grace Wood Graduate Fellowship in Learning Technologies              |
| 2003-2005    | Researcher, Consortium for Research and Evaluation of Advanced Technologies in Education    |
| 2001-2003    | Research Coordinator, Inflexxion, Inc.  |

### Publications

- **Goldstein, M.**, Famularo, L., Kynn, J., & Pierson, E. (May 2019) Researching a new pathway for promoting children's active outdoor science exploration in urban settings. *Journal of Outdoor Recreation, Education, and Leadership*.
- Lewis Presser, A.E., Dominguez, X., **Goldstein, M.**, Vidiksis, R., & Kamdar, D. (March 2019). Ramp it up! Preschoolers investigate force and motion with a digital journal. *Science & Children*, 56(7), 30-37.
- **Goldstein, M.**, Christensen, C., Gerard, S. N., & Silander, M. (2018). Science takes center stage: Design principles to support young children's science learning with media. In S. Pasnik (Ed.), *Getting Ready to Learn: Creating Effective, Educational Children's Media*. New York: Routledge.
- **Goldstein, M.**, Famularo, L., & Kynn, J. (2018). From Puddles to Pigeons: Learning About Nature in Cities. *Young Children*, 73(5): <https://www.naeyc.org/resources/pubs/yc/nov2018/learning-about-nature-cities>
- Gerard, S. N., **Goldstein, M.**, Christensen, C., & Adair, A. (November 2018). Televisions, tablets, and teachers: Research-based strategies for using technology in your preschool classroom. Workshop presented at the annual conference of the National Association for the Education of Young Children in Washington, DC.
- Dominguez, X., **Goldstein, M.**, Lewis Presser, A.E., Kamdar, D., Vidiksis, R., & Sharifnia, E. (April 2018). Findings from Iterative Development and a Randomized Controlled Trial to Examine Preschool Science Learning. Paper presented at the annual conference of the American Educational Research Association in New York, New York.

- **Goldstein, M.**, Pierson, E., Kynn, J., & Famularo, L. (January 2018). Connecting Urban Families with Environmental Science. *Connected Science Learning* research brief: <http://csl.nsta.org/2018/01/connecting-urban-families/>
- Lewis Presser, A., Kamdar, D., Vidiksis, R., Dominguez, X., **Goldstein, M.**, & Orr, J. (October 2017). Growing plants and minds: Using digital tools to support preschool science learning. *Science & Children*, 55(2); 41-47.
- Ertle, B., Rosenfeld, D., Lewis, A., & **Goldstein, M.** (May 2016). Preparing Preschool Teachers to Use and Benefit from Formative Assessment: The Birthday Party Assessment Professional Development System. *ZDM: the International Journal on Mathematics Education*. DOI: 10.1007/s11858-016-0785-9.
- **Goldstein, M.**, Crowell, A.J., & Kuhn, D. (2009). What constitutes skilled argumentation and how does it develop? *Informal Logic*, 29(4); 379-395.

### Synergistic Activities

- **Research Team Leader:** Lead R&D and evaluations that advance knowledge of strategies to close opportunity gaps and strengthen STEM education for all students. This involves working in partnership with media producers, curriculum designers, educators, students, parents, and administrators to create tools that work in real-world settings and accommodate a variety of instructional needs. Studies have quasi-experimental and experimental designs, including formative and randomized controlled studies that have influenced the design of public media programming and curricular approaches.
- **Advisory Board Member**, *Advancing Early STEM Learning through Haptic Feedback Display*, NSF Grant #1522921. Help guide the identification and coverage of developmentally appropriate science topics and learning goals (2015-Present).
- **Board of Directors Member**, Mamaroneck Schools Foundation. Grants for grades K-12 promote the integration of technology and innovative instructional practices throughout the Mamaroneck School District in New York. Bring rigor to program evaluations, and help ensure scale-up of promising innovations (2016-Present).
- **100Kin10 Expert Advisor**. Provided guidance to 100Kin10 Early Childhood Active STEM Learning partners (2016-2017).
- **Manuscript Reviewer**. Review manuscripts and conference proposals submitted to *Journal of Science Education and Technology* and American Educational Research Association.