

Curriculum Vitae

KATIE HEADRICK TAYLOR

Assistant Professor

University of Washington

College of Education, Learning Sciences & Human Development Program

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EDUCATION

Ph.D. in Learning, Teaching and Diversity 2013

Committee: Rogers Hall, Co-chair, Kevin Leander, Co-chair, Barbara Stengel, Steve Wernke

Dissertation: *Counter-mapping the Neighborhood: A Social Design Experiment for Spatial Justice*

Vanderbilt University, Nashville, Tennessee, USA

B.A. in Metropolitan Studies 2003

New York University, New York, New York, USA

Magna Cum Laude

RESEARCH EXPERIENCE

PI, NSF Cyberlearning and Future Learning Technologies EAGER Award (#1645102) 2016-Present

Mobile City Science: Youth Mapping Community Learning Opportunities

Co-PIs Nichole Pinkard (DePaul), Andres Henriquez (NYSCI)

Design-based research: Youth learning emerging digital literacies in local contexts

- Coordinating implementation and research across three cities
- Training and hosting curriculum facilitators
- Communicating and coordinating with external evaluator
- Managing outward facing media and publication presence
- Training and supervising doctoral student researchers
- Analyzing and writing findings from design-based research

Co-PI, NSF Cyberlearning and Future Technologies CAPS Award (#1647242) 2016-Present

CAP: Building Capacity for New Genre of Learning on the Move (LoM)

PI, Rogers Hall (Vanderbilt University), Co-PI, Ananda Marin (UCLA)

- Organizing international and national workshop participants
- Planning meeting activities throughout Nashville
- Coordinating keynote speakers and reporting efforts
- Writing-up big ideas that emerged from workshop activities

Co-PI, Heising-Simons Foundation Grant, Families and Media Studies 2014-2016

Co-PIs Elizabeth Gee (ASU), Brigid Barron (Stanford U.), Reed Stevens (Northwestern U.)

Ethnographic research and analysis: Digital media use by children and families

- Analysis of ethnographic video data
- Writing reports, design challenges, articles, and book chapters
- Attending workshops and collaborative research meetings
- Presenting research to national and international conferences

NSF LIFE Center Grant (SBE-0354453), *Learning Across Networked & Emergent Spaces* 2013-2015
Reed Stevens (PI) with Northwestern University, University of Washington, Stanford University

Postdoctoral research: Technology and media use by youth in out-of-school contexts

- Designed a mixed-methods approach to studying mobile uses of technology
- Recruited middle school-aged children and families to participate in the study
- Conducted semi-structured interviews with participating youth
- Collected ethnographic, experience sampling, and geospatial data with youth and families
- Analyzed video-based recordings of in and around home activities involving digital media
- Presented research to national and international conferences and advisory board meetings
- Wrote reports of methodological innovations and analytic findings

Digital Promise
Research Consultant

2013-2014

Ethnographic research: Elementary teachers using digital media in classrooms

- Conducting observations of teachers using technology in classroom settings
- Conducting semi-structured interviews with teachers
- Collecting photos of classroom-based activities with students and teachers
- Analyzing change in teacher technology use over time

National Science Foundation Grant (DRL-0816406), *Tangible Mathematics* 2009-2012
Rogers Hall & Kevin Leander (co-P.I.s) with Vanderbilt University, University of Wisconsin, and San Diego State University

Dissertation research: "From Youth Mobility to Counter-mapping the Neighborhood: A Social Design Experiment for Spatial Justice," at Afterschool Bicycle Building Workshop

- Designed an experimental teaching case with urban youth using geospatial technology
- Collaborated with a local youth-serving organization to create instructional activities
- Coordinated seven-member research team to collect video and ethnographic data
- Conducted semi-structured interviews with participating youth
- Performed interaction and multimodal analyses on video, interview, GPS, and artifact data to identify aspects of youth learning and sense-making
- Analyzed GPS data using ArcGIS software
- Conducted retrospective analyses for future iterations of design experiment
- Presented research to international and national conferences and advisory board meetings

Dissertation research: "From Youth Mobility to Counter-mapping the neighborhood: A Social Design Experiment for Spatial Justice," at Metro Urban Planning Office and Community Meetings

- Conducted cognitive and ethnographic observations of urban planners and city residents
- Collected video and interview data
- Conducted semi-structured interviews with professional planners
- Performed interaction and multimodal analyses on video data for individual and group learning

Research assistant: "The Spatial Age: People, Places, and Spaces," Vanderbilt Summer Academy

- Co-designed an experimental teaching case with youth participating in a residential program
- Co-facilitated instructional activities, many of which involved geospatial skills and technology
- Collected video and interview data
- Collaborated with local organizations and individuals involved in spatial analysis and modeling

Center for Teaching, Vanderbilt University

2012-2013

Research assistant: Students' use of social media

Headrick Taylor, 2

- Conducted focus group interviews with undergraduates on their use of social media outside the classroom
- Training fellow researchers on constant comparative method
- Coding interview transcripts for emerging themes

Department of Teaching and Learning, Vanderbilt University 2009

Researcher: A cross-generational comparison of leisure time and youth mobility

- Conducted semi-structured interviews of youth and their parents
- Designed an instrument with which study participants would record their activity and mobility
- Collected audio, GPS, and artifact data from youth participants
- Collected audio and artifact data from adult participants
- Conducted geographical analyses on GPS data using ArcGIS software
- Used constant comparative method to understand differences in youth mobility across generations and socioeconomic status

National Science Foundation Grant (ESI-0554535), [Middle School Mathematics and the Institutional Setting of Teaching](#), Paul Cobb & Paul Smith (Co-PIs) at Vanderbilt University 2008

Research Assistant

- Coded classroom video data of teacher-student interactions
- Met with fellow coders to refine coding scheme
- Wrote analytic memos regarding the effectiveness of rubric

TEACHING EXPERIENCE

Learning Sciences and Human Development, University of Washington EDPSY 515

Instructor, [The Digital "Re-mediation" of Teaching & Learning](#)

- Designed original graduate seminar for College of Education students
- Facilitate discussions of relevant research related to emerging technologies
- Provide formative and summative assessments to students on course projects
- Create original activities that model good practice around teaching with technology
- Explore a variety of learning technologies and their incorporation into school/home-based practices

Learning Sciences and Human Development, University of Washington EDPSY 516

Instructor, [Designing Teaching and Learning Environments with Technology](#)

- Designed original graduate seminar for College of Education students
- Facilitate discussions of relevant research related to designing novel learning environments
- Provide formative and summative assessments to students on course projects
- Explore a variety of learning technologies and their incorporation into school/home-based practices

Learning Sciences and Human Development, University of Washington EDPSY 569

Instructor, [Learning and the Interaction Order](#)

- Facilitate interaction analysis sessions with PhD students
- Provide formative and summative assessments to students on essays and participation
- Create original activities that push the boundaries of collecting video data
- Facilitate in-class and online discussions pertaining to readings and activities

Education, Communities, and Organizations, University of Washington EDUC 370

Instructor, [Learning Within and Across Settings](#)

- Designed original undergraduate seminar for new College of Education major
- Facilitate discussions of extant research on learning across settings

- Provide formative and summative assessments of student work
- Facilitate in-class and online discussions pertaining to readings and activities
- Supervise a graduate teaching assistant

Center for Teaching, Vanderbilt University

2012

Instructor, Certificate in College Teaching

- Design weekly seminar activities for participating STEM PhD students and postdoctorates
- Choose relevant research and scholarly articles for review and discussion
- Facilitate online and in-class discussions pertaining to issues of teaching in higher ed
- Provide feedback to seminar participants on lesson plans, teaching demos, and teaching statements

Department of Teaching and Learning, Vanderbilt University

Fall 2011

Instructor, Human Geography

- Designed course syllabus for preservice secondary education social studies teachers
- Facilitated online and in-class discussions pertaining to readings and activities
- Created “on the move” activities that leveraged GPS and GIS technology and community resources
- Provided formative and summative assessments to students on essays, demo lessons, projects, and presentations

Vanderbilt Summer Academy, Vanderbilt University

Summer 2011

Co-instructor, Spatial Age: People, Places and Spaces

- Co-designed instructional activities for youth participating in a summer residential program
- Co-facilitated discussions and activities pertaining to issues of mobility, math, and media

Department of Teaching and Learning, Vanderbilt University

Fall 2010

Teaching Assistant, Interpretive Research Methods

- Provided instructional design support to instructor of record
- Co-facilitated discussions pertaining to readings and empirical materials
- Provided feedback to students on written work and group projects
- Met with students during office hours to discuss coursework and assessments

Department of Teaching and Learning, Vanderbilt University

Fall 2009

Teaching Assistant, Learning and Instruction

- Provided instructional design support to instructor of record
- Co-facilitated discussions pertaining to readings and in-class activities
- Provided feedback to students on written work and projects
- Met with students during office hours to discuss coursework and assessments

Center for Teaching, Vanderbilt University

Summer 2009, Summer 2012

Teaching Affiliate, Teaching Assistant Orientation

- Designed instructional activities for first-year PhD students in math and science
- Facilitated discussions pertaining to being a teaching assistant in these disciplines
- Provided feedback to participants regarding teaching demonstrations

Department of Teaching and Learning, Vanderbilt University

Fall 2008

Teaching Assistant, School, Society, Teacher

- Facilitated discussions in section of twenty-five freshman and sophomores
- Provided instructional design support to instructor of record
- Assessed students’ written work and in-class participation

The Learning Center, Oasis Residential Shelter, Nashville, TN

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Teacher, Grades 8-12

2005-2007

- Designed instructional activities for youth in crisis living in a residential shelter
- Worked collaboratively with public school guidance counselors and teachers
- Worked collaboratively with local organizations providing youth learning/engagement opportunities
- Provided youth transportation between the Learning Center and the Shelter
- Communicated with residential staff, parents, and counselors the educational progress of teens

Daimon Public High School, Fukuyama-shi, Hiroshima, Japan

Teacher, English and Social Studies, Grades 9-12

2003-2005

- Designed instructional activities for high school students learning English and geography
- Worked collaboratively with classroom teachers to provide differentiated instruction
- Provided instructional support to other teachers
- Assessed student learning through written assignments and presentations
- Created and implemented an afterschool club for students interested in English language and geography

PUBLICATIONS

Published

- Levinson, A, Siyahhan, S., Pressey, B., & Taylor, K.H. (2015). *Diverse families and media: Using research to inspire design*. A report of the Families and Media Project. New York: The Joan Ganz Cooney Center.
- Taylor, K.H. & Hall, R. Counter-mapping the neighborhood on bicycles: Mobilizing youth to reimagine the city. *Technology, Knowledge, and Learning*, 1-29.
- Leander, K. M., Phillips, N. C. & Taylor, K. H. (2010). The changing social spaces of learning: Mapping new mobilities. *Review of Research in Education*, 34, 329-394.

Accepted

- Taylor, K.H. (in press). Learning along lines: Locative literacies for reading and writing the city. *Journal of the Learning Sciences*.
- Taylor, K.H. & Phillips, N.C. (accepted). Place-making. *SAGE Encyclopedia for Out-of-School Learning*. Peppler, K. (Ed.).
- Taylor, K.H., Silvis, D., & Stevens, R. (accepted). Collecting and connecting: intergenerational learning with digital media. In E. Gee, E. Wartella, & L. Takeuchi (Eds.), *Families and Media* (pp. forthcoming). London, UK: Routledge.

Under review

- Taylor, K.H., Takeuchi, L., & Stevens, R. (under review). Mapping the daily media round: Methodological innovations for understanding families' mobile technology use. *Learning, Media, and Technology*.

In preparation

- Taylor, K.H. & Hall, R. "They know what they know, but they don't know what they need to know:" Teaching and learning at the interface of participatory planning.
- Taylor, K.H., Ma, J., Marin, A., & Phillips, N. Re-placing the body in accounts of learning: Looking across studies that design with/in place. *AERA Open*.
- Taylor, K.H., & Stevens, R. Mobility Matters: Families' learning across settings as technologically mediated. *Cognition and Instruction*.

PRESENTATIONS

International and National Conferences

- Taylor, K.H. & Silvis, D. (2017, June). *Mobile City Science: Technology-Supported Collaborative Learning at Community Scale*. Paper present at the Computer Supported Collaborative Learning Conference, Philadelphia, PA.
- Taylor, K.H. (2016, December). *Mobile city science: Learning on-the-move through hyperlocal contexts*. Presented at the Literacy Research Association Conference, Nashville, TN.
- Taylor, K.H. (2016, November). *Mobile city science*. EduTalk, Seattle Pacific Science Center, Seattle, WA.
- Taylor, K.H. (2016, November). *Mobility Matters: Developing a “Critical Pedagogy of Place” with Mobile and Geospatial Technologies*. Paper presented at the Conference of the American Educational Studies Associations, Seattle, WA.
- Hall, R. & Taylor, K.H. (2016, June). *Learning by making places*. Conference of the Jean Piaget Society, Chicago, IL.
- Taylor, K.H. (2014, June). *Replacing the body in children’s learning*. Presented at the International Conference of the Learning Sciences, Boulder, CO.
- Taylor, K.H., Stevens, R., & Champion, D. (2014, June). *Constructing the daily media round of Children: Methodological innovations and issues*. Presented at the International Conference of the Learning Sciences, Boulder, CO.
- Taylor, K.H. (2014, April). *The impacts of technology on family life: The extensibility of parent-child co-participation in digitally-mediated family practices*. Presented at the American Education Research Association Conference, Philadelphia, PA.
- Taylor, K.H. (2012, April). *Capturing the journey on foot and bike: Youth collecting mobility data to counter-map their community*. Presented at the American Education Research Association Conference, Vancouver, BC.
- Taylor, K.H. (2012, March). *Counter-mapping the neighborhood: Youth learning with geospatial technologies through urban spaces*. Presented at the Local and Mobile Conference, Raleigh, NC.
- Taylor, K.H. & Hall, R. (2011, February). *Forming publics: Negotiating what happens at the interface of participatory planning*. Presented at the 32nd Annual Ethnography in Education Forum, Philadelphia, PA.
- Taylor, K.H., Hall, R., & Leander, K.M. (2010, June-July). *Changing the structure of planning participation by moving across scales*. Presented at the International Conference for Learning Sciences, Chicago, IL.
- Taylor, K.H., & Hall, R. (2010, May). *Getting into the map: How the public learns to take place in urban planning*. Presented at the American Education Research Association Conference, Denver, CO.
- Taylor, K.H. (2010, April). *Getting into the map: How the public learns to take place in urban planning*. Presented at the Association of American Geographers Conference, Washington, DC.
- Taylor, K.H., Phillips, N., & Leander, K.M. (2009, December). *Literacy learning live: New methods for understanding learning pathways across space and time*. Presented at the National Reading Conference, Albuquerque, NM.
- Taylor, K.H., (2008, September). *Examining issues of youth mobility through the lens of cultural-historical activity theory (CHAT)*. Presented at the International Society for Culture and Activity Research Conference, San Diego, CA.

Invited talks

- Taylor, K.H. (2015, September). *A critically mobile pedagogy of place: Using mobile and location aware technologies with young people*. To be presented at City Hall, Seattle, WA.
- Taylor, K.H. (2015, May). *Conducting “on the move” video research with young people*.

Presented at University of Washington, Seattle, WA.

- Taylor, K.H. (2014, January). *Understanding and re-mediating the daily rounds of young people for more equitable learning spaces*. Presented at University of Washington, Seattle, WA.
- Taylor, K.H. (2012, November). *Youth Learning in Communities with Geospatial Technology*. Presented at Vanderbilt University, Nashville, TN.
- Taylor, K.H. (2009, April). *“Can I get a little space, please?”: A cross generation comparison of leisure time and mobility patterns of adolescents*. Presented at the Sustaining Everyday Life Conference, Norrkoping, Sweden.

Posters

- Taylor, K.H., Stevens, R. & Champion, D. (2013, December). *How digital media organizes and disrupts attention in everyday family practices*. Poster presented at the National Science Foundation Reverse Site Visit, Stanford University, Palo Alto, CA.

STUDENT SUPERVISION

Learning Sciences and Human Development, College of Education

2015-Present

Supervisor, PhD Students

- Deborah Silvis, Research Assistant, Advisee
- Adam Bell, Teaching Assistant, Advisee
- Erin Riesland, Advisee
- Maria Hays, Advisee
- Jenny Gawronski, Research Assistant

Student committees

- Deborah Silvis, College of Education, Faculty Chair
- Adam Bell, College of Education, Faculty Chair
- Jocelyn Walsh, College of Education, Faculty Member
- Joh Howard, College of Education, Faculty Member
- Priya Pugh, College of Education, Faculty Member
- Kiley Sobel, Human Computer Design Engineering, GSR
- Megan Martinko, Museology, Faculty Member
- Simeko Washington, University of Illinois Chicago, Faculty Member
- Abigail Evans, iSchool, GSR
- Dastyni Loska, iSchool, Faculty Member
- Taisia Williams, Museology, Faculty Member
- Gracie Loesser, Museology, Faculty Member

School of Education and Social Policy, Northwestern University

2013-2015

Supervisor, PhD Student

- Provide research support for PhD student collecting data on LANES project
- Train student on video collection and data management procedures
- Hold weekly meetings to coordinate research efforts and to trouble-shoot recent issues
- Provide guidance and feedback on analytic memos and preliminary writing

Center for Teaching, Vanderbilt University

2012-2013

Graduate Teaching Fellow, PhD Candidates

- Consult with PhD candidates on writing teaching statements
- Observe PhD candidates teaching courses, and provide feedback on how to improve instruction

- Offer workshops on incorporating technology, student-centered activities, and facilitating discussions in the classroom

Department of Teaching and Learning, Vanderbilt University

Supervisor, Capstone Masters Students 2011-2012

- Co-facilitated workshops for masters students writing capstone theses in the areas of urban education and social justice
- Provided year-long support to students on conceptualization, execution, and writing of projects
- Assessed project proposals and final, capstone theses

Department of Teaching and Learning, Vanderbilt University

2007-2008

Supervisor, Undergraduate Preservice Teachers

- Observed students working in local, non-profit organizations serving young people
- Communicated with organization staff to follow progress of students
- Provided students with support and feedback throughout the semester

PROFESSIONAL SERVICE

- Member, Faculty Senate, University of Washington Present
- Member, College of Education Re-organization Committee 2016-2017
- Reviewer, National Science Foundation, Panel Review 2017
- Member, College of Education *Academic Programs & Initiatives Committee* 2015
- Member, *College of Education Task Force on Technology* 2015
- Faculty Sponsor, *CoE Educational Technology Student Group* 2015
- Reviewer, *Journal of the Learning Sciences* 2015-2017
- Reviewer, *Cognition & Instruction* 2016-2017
- Reviewer, *Interactive Learning Environments* 2015
- Reviewer, *Conference on Computer Supported Collaborative Environments* 2014-2017
- Senior Reviewer, *International Society of the Learning Sciences* 2013
- Reviewer, *American Education Research Association* 2013
- Editorial Manager, *The Journal of Teaching and Learning Inquiry* 2013
- Professional Evaluator, Social Studies Teacher Candidates, Vanderbilt 2012
- Graduate Student Representative, Social Studies Practice Search Committee 2011
- Facilitator, *Privilege and Power in the Classroom*, GradStep Center for Teaching 2011
- Co-chair, Department of Teaching and Learning Doctoral Student Association 2009
- Creator and organizer of Marx's *Capital, Vol. 1* Teaching & Learning Reading Group 2008

PROFESSIONAL AFFILIATIONS

- Pan-American Mobilities Network 2011-2012
- American Education Research Association 2008-2015
- American Association of Geographers 2008-2011
- International Society of Learning Sciences 2010-2015

COMMUNITY SERVICE

- Lake Forest Park Civic Club, Lake Forest Park, WA Present

- Volunteer, McGaw YMCA, Evanston, IL 2013-2015
Coordinating parent and child events, fundraising
- Educator and Curriculum Designer, CivicLab, Chicago, IL 2014
Co-developed and facilitated curriculum based on geospatial tools and technologies
- Volunteer Participant, Plan of Nashville 2012-2013
Facilitate residential work groups around issues of community development and sustainability
- Volunteer, Oasis Center, Nashville, TN 2007-2012
Work with youth participating in the Bicycle Workshop and the Residential Shelter
- Volunteer, Hands on Nashville, Nashville, TN 2007-2009
Clean public schools, community gardening projects
- Volunteer, Good Food for Good People, Nashville, TN 2005-2007
Worked in community-sustained garden that supplied produce to low-income areas

HONORS, AWARDS, PRESS

- Featured, Someone You Should Know, ParentMap Tech Issue 2016
- Invited participant, Early Career Workshop, Int'l Conference of Learning Sciences 2014
- Collaborative Community Engagement Grant, University of Illinois 2013
- Graduate Teaching Fellow, Center for Teaching 2012-2013
- Nominee, PEO Scholar Award 2011
- Participant, First *Publish or Perish* Writing Workshop, Vanderbilt 2011
- Fellow, [Cal Turner Program for Moral Leadership in the Professions](#) 2009-2010
- Co-chair, Department of Teaching and Learning Doctoral Student Association 2009