Caitlin K. Martin

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Summary

Graduate degree from Stanford University School of Education
Over 20 *years* of experience in:

- *Design, planning, development, and grants management for education-based initiatives*. Extensive directorial experience with multi-year efforts to study learning opportunities for young people, with a focus on equity.
- *Writing and communication*. Highly experienced in interpreting and sharing information with multiple audiences, from parents to policy makers, using a range of mediums and platforms.
- *Community collaboration*. Practiced in liaising with various stakeholders, including local organizations, youth and their families, school and district personnel, and government representatives.
- *Synthesis and analysis*. Well-versed in data collection and qualitative and quantitative analysis of information to reveal patterns, with a focus on participatory and equity-centered research and evaluation methods.

Professional Experience

CKmartin Consulting, National clients
2009–present   Principal

- **External evaluation** on a multi-institutional NSF project (AISL # 2005764) *Tinkering and Making Strategies to Engage Children and Families in Creating with Code* led by collaborators from *University of Colorado, Boulder*, *Lifelong Kindergarten Group at MIT Media Lab*, and *Tinkering Studio at the Exploratorium Museum* (SF, CA)
- **External evaluation** for public library initiatives, including *Building Equity-based Summers,* a 3-year project to re-envision summer services, currently with 11 states and led by the *CA State Library* and funded by IMLS (2022-present); and *Teens 360°* enhancement and scale of teen spaces and services at the *NY Public Library* (2022-present)
- **Landscape analysis** (including surveys and case studies) of PA public library teen services, for the *Office of Commonwealth Libraries* (2022-23); of the intersection of teens, making, and entrepreneurism across NJ public libraries for the *NJ State Library* (2021-23)
- **Research and design** in collaboration with *Digital Youth Network,* Northwestern University (2017-Present); *YouthLAB*, Stanford University School of Education (2014-Present); *Technology for Social Good Lab,* DePaul University (2020-2023); *University of WI, Madison* (2021-2022); *Children's Museum of Pittsburgh* (2018-20): Design and study of informal learning environments for youth; research strategy planning; data collection and analysis; synthesis in the form of data visualization and writing; dissemination and collaboration with stakeholder audiences.

Education

1999, MA, Learning, Design, & Technology, **Stanford University** School of Education, *Summa cum laude*

1993, BA, English & Studio art, **University of New Hampshire**, *Magna cum laude*, Departmental honors

Selected Publications

Martin, CK, Barron B., Pozos, R. (2023). Caregiver assessments of learning during school closures: Perceived virtues of practice-based and open-ended activities. *Proceedings of the 17th International Conference of the Learning Sciences Annual Meeting and Conference.*

Martin, CK & Erete, S. (2021). Impact and Resilience: A Survey of Youth-serving Organizations During the Pandemic. *Proceedings of the 15th International Conference of the Learning Sciences Annual Meeting and Conference.*

Pinkard, N., **Martin, CK**, and Jones, U. (2021). Collaborative data engineering: Strategies to support macro-level exploration of youth learning ecosystems. *Proceedings of the 15th International Conference of the Learning Sciences.*

Pinkard, N., **Martin, CK**, & Erete, S. (2020). Equitable approaches: Opportunities for computational thinking with emphasis on creative production and connections to community. *Interactive Learning Environments*, *28*(3), 347-361.

Martin, CK, Reyes, E., Ramirez, E., Brahms, L., Wardrip, P. (2019). Supporting educator reflection and agency through the co-design of observation tools and practices for informal learning environments. *Proceedings of the 2019 Connected Learning Summit*, October, Irvine, CA.

Pinkard, N., Erete, S., **Martin, C.K.**, McKinney de Royston, M. (2017). Digital Youth Divas: Exploring narrative-driven curriculum to spark middle school girls' interest in computational activities. *Journal of Learning Sciences*, *26*(3), 477-516.

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Digital Youth Network, DePaul University, Chicago, IL
2013–17 Research and Project director

- Leading the research division of the Digital Youth Network, (DYN) entailing internal project assessment for formative refinement and summative reporting, as well as funded research projects in learning

- Co-directing research on 1.5-million-dollar NSF grant to explore youth and educator interactions online and in face-to-face environments to better design blended learning systems and 1.5-million-dollar grant to engage girls and families from systemically marginalized groups in computation through youth programming and parent workshops

- Managing the research team and organize and implement structures for dissemination of findings to the DYN organization, including faculty, HCI and development team, youth educators and mentors, and program designers, to ensure cross-project understanding

- Communicating and collaborating with audiences, including families, communities, funding organizations, and at conferences and meetings

- Designing visualizations of data, both as a pattern finding stage of analysis and to aid in the dissemination of information to a wide audience

- Collecting and analyzing data using both formal (surveys, interviews, field notes, focus groups) and more exploratory approaches (learning biographies, ecological community maps, online ethnographies)

Stanford University, Stanford, CA
2011–13 Academic research and program officer, School of Education
2004–08 Academic research and program officer, Innovations in Learning
2000–04 Research and program manager, Computer Science Department
Projects included:

- 2-year collaboration with Gulf of Maine Research Institute exploring the use of an online citizen science platform in public school classrooms designed to engage young people in investigation of invasive species

- 3-year study of student learning and development across a during- and after-school media arts intervention in a charter middle school on the South side of Chicago, funded by the MacArthur Foundation

- Formative assessment of 1.4 million dollar grant to implement technology design and literacy programs in community and school settings in areas of lower SES, funded by Oracle Education Foundation

- Large-scale survey of middle and high school students across California communities of varying SES to investigate how youth use technology in their daily lives, funded by NSF

- 4-year computer science curriculum development, implementation, and study of learning and impact at government-funded Bermudian high schools, a collaboration with the Bermudian Ministry of Education

Responsibilities included: Collaborating with research team and community educators to design, implement, and study learning environments; Developing and managing project budgets and timelines, ensuring deliverables and outcomes within budget; Developing video cases, websites, presentations, and reports to share course material and project results

Martin, C.K., Pinkard, N., Erete, S. & Sandherr, J. (2016). Connections at the family level: Supporting parents to engage youth in learning about computers and technology. In Y. Rankin & J. Thomas (Eds.) *Moving students of color from consumers to producers of technology.* Hershey, PA: IGI Global.

Barron, B., Gomez, K., Pinkard, N., **Martin, C.K.** (2014). *The Digital Youth Network: Cultivating digital media citizenship in urban communities.* Boston, MA: MIT Press.

Selected Presentations

Martin, C.K. (2019). Increasing diversity and inclusion in computational thinking: An equity issue for libraries. Invited Future of Libraries session. *American Library Association Annual Meeting*, Seattle, WA.

Martin, C.K. & Lang, C. (2018 & 2017). Learning Analytics in Informal Environments workshop. *Digital Media and Learning Conference*, Irvine, CA.

Martin, C.K., Pinkard, N. & Erete, S. (2015). Developing Focused Recruitment Strategies to Engage Youth in Informal Opportunities. *Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT) conference*. Charlotte, NC.

Martin, C.K. (2015). Does making matter, and how can we tell? *Maker Educator Institute, Pittsburgh Children's Museum*, 2015. Pittsburgh, PA.

Professional Service and Affiliations

2005-present American Education Research Association (AERA) Membership, LS-SIG

2015-present International Society of the Learning Sciences (ISLS) Membership

2021-present Chicagoland Evaluation Association

2018 Reviewer for NSF Advancing Informal STEM Learning (AISL) program solicitation