Bio

Megumi Takada is a doctoral student at Stanford Graduate School of Education. Her research focuses on children's literacy experiences, primarily in the early elementary school years. Megumi is interested in studying literacy experiences in local contexts, considering the ways that peers, teachers, and literacy activities shape children's identities as readers and writers. Much of her thinking is deeply influenced by her teaching experience at public elementary schools in South Korea and Seattle, as well as her childhood of growing up bilingual in California and Japan. Building off of her past research in the fields of education, psychology and neuroscience, she is currently integrating the fields of linguistics and anthropology into her work, in hopes of doing interdisciplinary research that considers both the cognitive and sociocultural aspects of literacy. She is a recipient of the Fulbright teaching fellowship and holds a B.A. in neuroscience and elementary teaching credentials from Wellesley College.

HONORS AND AWARDS

• Fulbright Teaching Fellowship to South Korea, U.S. Student Fulbright Program (2017-2018)

EDUCATION AND CERTIFICATIONS


Publications

PUBLICATIONS

• Replication and Extension of Family-Based Training Program to Improve Cognitive Abilities in Young Children. Journal of Research on Educational Effectiveness
  2021; 14 (4): 792-811

• Neuroplasticity associated with changes in conversational turn-taking following a family-based intervention. Developmental cognitive neuroscience
  2021; 49: 100967

• Associations between cortical thickness and reasoning differ by socioeconomic status in development. Developmental cognitive neuroscience
  2019; 36: 100641