Stanford



Shelley Goldman

Associate Dean for Faculty Affairs and for Student Affairs and Professor (Teaching) of Education, Emerita

GSE Faculty Affairs

Curriculum Vitae available Online

CONTACT INFORMATION

- **Administrator**

  Meg Hardin

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Bio

BIO

Professor Goldman is an educational anthropologist interested in the idea that learning takes place when students are actively engaged with each other, their teachers, and others in conversations, activities, content, and technologies. She is very interested in the power of real-world contexts to drive learning, and researches how people learn in and out of school. Goldman's work focuses on creating opportunities for rich STEM learning, and for understanding how design thinking and technologies can create access and be transformational. Current work includes broadening participation in STEM via family activities, design-based engagements, and through empathy work with scientists doing outreach.

ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, GSE Faculty Affairs
- Member, Maternal & Child Health Research Institute (MCHRI)

ADMINISTRATIVE APPOINTMENTS

- Professor (Teaching) of Mechanical Engineering (by courtesy), Stanford University, (2006- present)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Elementary and Middle School Teacher, Teacher (1973 - 1977)
- Director, Public Schools Project, College for Human Services (1983 - 1985)
- Research Scientist, Center for Children and Technology, Bank Street College of Education (1985 - 1989)
- Director of School and Community Programs and Senior Research Scientist, Institute for Research on Learning (1989 - 2000)

PROFESSIONAL EDUCATION

- BS, State University of New York at Oneonta , Elementary Education and Educational Psychology (1973)
- MS, Florida International University , Urban School Administration and Supervision (1978)
- MEd, Columbia University , Family and Community Education (1979)
- EdD, Columbia University , Family and Community Education (1982)

COMMUNITY AND INTERNATIONAL WORK

- SKY Labo, Japan and US
- D.loft STEM Learning
- English Learners and Design Thinking
- REDlab
- STEM Ambassador Program
- Playful Family Science

Research & Scholarship

RESEARCH INTERESTS

- Curriculum Studies & Design
- Educational Inequality
- Elementary Education
- Families
- Gender & Education
- Learning Technologies
- Mathematics Education
- Mixed Methods
- Science Education

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Professor Goldman is an educational anthropologist interested in the idea that learning takes place when students are actively engaged with each other, their teachers, and others in conversations, activities, content, and technologies. She is very interested in the power of real-world contexts to drive learning, and researches how people learn in and out of school. Goldman's work focuses on creating opportunities for rich STEM learning, and for understanding how design thinking and technologies can create access and be transformational. Current work includes bringing broadening participation in STEM via family activities, design-based engagements, and through empathy work with scientists doing outreach.

Publications

PUBLICATIONS

- **Opportunities and tensions in family science: challenging dominant paradigms of science education** *CULTURAL STUDIES OF SCIENCE EDUCATION*
  Goldman, S., Luce, M. R., Vea, T.
  2020
- **Designing for Family Science Explorations Anytime, Anywhere** *SCIENCE EDUCATION*
  Luce, M. R., Goldman, S., Vea, T.
  2017; 101 (2): 251-277
- **Sidestepping the Elephant in the Classroom: Using Culturally Localized Technology to Teach Around Taboos**
  Sorcar, P., Strauber, B., Loyalka, P., Kumar, N., Goldman, S., ACM
  ASSOC COMPUTING MACHINERY.2017: 2792–2804
- **CAPTURING MIDDLE SCHOOL STUDENTS' UNDERSTANDINGS OF DESIGN THINKING** *TAKING DESIGN THINKING TO SCHOOL: HOW THE TECHNOLOGY OF DESIGN CAN TRANSFORM TEACHERS, LEARNERS, AND CLASSROOMS*
  Goldman, S., Zielezinski, M. B., Vea, T., Bachas-Daunert, S., Kabayadondo, Z.

edited by Goldman, S., Kabayadondo, Z.
2017: 76–93

- **TAKING DESIGN THINKING TO SCHOOL How the Technology of Design Can Transform Teachers, Learners, and Classrooms** *TAKING DESIGN THINKING TO SCHOOL: HOW THE TECHNOLOGY OF DESIGN CAN TRANSFORM TEACHERS, LEARNERS, AND CLASSROOMS*
  Goldman, S., Kabayadondo, Z.
  edited by Goldman, S., Kabayadondo, Z.
  2017: 3–19
- **A PRAXIS MODEL FOR DESIGN THINKING Catalyzing Life Readiness** *TAKING DESIGN THINKING TO SCHOOL: HOW THE TECHNOLOGY OF DESIGN CAN TRANSFORM TEACHERS, LEARNERS, AND CLASSROOMS*
  Estrada, C., Goldman, S.
  edited by Goldman, S., Kabayadondo, Z.
  2017: 37–49
- **Participatory Design Research as a Practice for Systemic Repair: Doing Hand-in-Hand Math Research with Families** *COGNITION AND INSTRUCTION*
  Booker, A., Goldman, S.
  2016; 34 (3): 222-235
- **Participating in Two Video Concussion Education Programs Sequentially Improves Concussion-Reporting Intention.** *Neurotrauma reports*
  Daneshvar, D. H., Baugh, C. M., Lama, R. D., Yutsis, M., Pea, R. D., Goldman, S., Grant, G. A., Cantu, R. C., Sanders, L. M., Zafonte, R. D., Hainline, B., Sorcar, P.
  2021; 2 (1): 581-591
- **Participating in Two Video Concussion Education Programs Sequentially Improves Concussion-Reporting Intention** *NEUROTRAUMA REPORTS*
  Daneshvar, D. H., Baugh, C. M., Lama, R. D., Yutsis, M., Pea, R. D., Goldman, S., Grant, G. A., Cantu, R. C., Sanders, L. M., Zafonte, R. D., Hainline, B., Sorcar, P.
  2021; 2 (1): 581-591
- **Evaluating the Effect of Concussion Education Programs on Intent to Report Concussion in High School Football.** *Journal of athletic training*
  Daneshvar, D. H., Yutsis, M., Baugh, C. M., Pea, R. D., Goldman, S., Grant, G. A., Ghajar, J., Sanders, L. M., Chen, C., Tenekedjieva, L., Gurrapu, S., Zafonte, R. D., Sorcar, et al
  2021
- **Athlete Enjoyment of Prior Education Moderates change in Concussion-Reporting Intention after Interactive Education.** *Inquiry : a journal of medical care organization, provision and financing*
  Daneshvar, D. H., Baugh, C. M., Yutsis, M., Pea, R. D., Goldman, S., Grant, G. A., Cantu, R. C., Sanders, L. M., Chen, C. L., Lama, R. D., Zafonte, R. D., Sorcar, P.
  2021; 58: 469580211022641
- **Using a picture-embedded method to support acquisition of sight words** *LEARNING AND INSTRUCTION*
  Strauber, C., Sorcar, P., Howlett, C., Goldman, S.
  2020; 65
- **Beyond the Deficit Model: The Ambassador Approach to Public Engagement** *BIOSCIENCE*
  Nadkarni, N. M., Weber, C. Q., Goldman, S. V., Schatz, D. L., Allen, S., Menlove, R.
  2019; 69 (4): 305–13
- **Staying the course with video analysis** *Video research in the learning sciences*
  Goldman, S., McDermott, R.
  2017
- **3 The Production of Learning Stories Through Comic Making** *Deep Stories*
  Goldman, S., Zielezinski, M. B.
  JSTOR.2017: 36–59
- **Design thinking** *In Peppler, K. (Ed), The SAGE encyclopedia of out-of-school learning*
  Goldman, S.
  Los Angeles: Sage Publishing.2017

- **Design thinking** *Deep stories: Practicing, teaching, and learning anthropology with digital storytelling*
  Goldman, S., Zielezinski, M.
  DeGruyter Open.2017
- **Taking design thinking to school: How the technology of design can transform teachers, learners, and classrooms**
  Goldman, S., Kabayadondo, Z.
  Routledge.2017
- **Exploring the promise and limits of a reciprocal research and design process: the case of family math applications** *Design as scholarship: Case studies from the learning sciences.*
  Goldman, S., Jimenez, O.
  Routledge.2016
- **Teaching with Design Thinking: Developing New Vision and Approaches to Twenty-First Century Learning** *Connecting Science and Engineering Education Practices in Meaningful Ways*
  Goldman, S., Zielezinski, M. B.
  Springer.2016; this is book edition: 237–262
- **Student teams in search of design thinking** *Design thinking research: building innovation eco-systems*
  Goldman, S., Kabayadondo, Z., Royalty, A., Carroll, M. P., Roth, B.
  Springer International Publishing.2014
- **Math I am: What we learn from stories that people tell about math in their lives** *LOST opportunities: Learning in out of school time*
  Esmonde, I., Blair, K. P., Goldman, S., Martin, L., Jimenez, O., Pea, R.
  Springer Netherlands.2013
- **Assessing d.learning: Capturing the journey of becoming a design thinker** *Directions in design thinking research*
  Goldman, S., Carroll, M., Kabayadondo, Z., Britos Cavanaro, L., Royalty, A., Roth, B., Kwek, S., Kim, J.
  Springer.2012
- **Assessing d. learning: Capturing the journey of becoming a design thinker** *Design Thinking Research: Measuring Performance in Context*
  Goldman, S., Carroll, M. P., Kabayadondo, Z., Cavagnaro, L. B., Royalty, A. W., Roth, B., Kim, J.
  Springer Berlin Heidelberg.2012
- **Destination, Imagination and the Fires Within: Design Thinking in a Middle School Classroom** *INTERNATIONAL JOURNAL OF ART & DESIGN EDUCATION*
  Carroll, M., Goldman, S., Britos, L., Koh, J., Royalty, A., Hornstein, M.
  2010; 29 (1): 37-53
- **Family inheritance: Parallel practices of financial responsibility in families** *Educating comprehensively: varieties of educational experiences, Vol. 3 of the Perspectives on comprehensive education series*
  Martin, L., Goldman, S.
  The Edwin Mellon Press.2010
- **Math engaged problem solving in families** *Learning in the disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS 2010)*
  Goldman, S., Pea, R., Blair, K. P., Jimenez, O., Booker, A., Martin, L., Esmonde, I.
  edited by Gomez, K., Lyons, L., Radinsky, J.
  International Society of the Learning Sciences: Chicago IL..2010: 380–388
- **Making Math a Definition of the Situation: Families as Sites for Mathematical Practices** *ANTHROPOLOGY & EDUCATION QUARTERLY*
  Goldman, S., Booker, A.
  2009; 40 (4): 369-387
- **Destination, Imagination & The Fires Within: Design Thinking in a Middle School Classroom** *ACM SIGCHI Conference on Creativity and Cognition 2009*
  Goldman, S., Carroll, M., Royalty, A.
  ASSOC COMPUTING MACHINERY.2009: 371–372
- **Educating New Learning Technology Designers**
  Di Giano, C., Goldman, S., Chorost, M.

Routledge.2009

- **The Tanda: A Practice at the Intersection of Mathematics, Culture, and Financial Goals** *MIND CULTURE AND ACTIVITY*
  Martin, L., Goldman, S., Jimenez, O.
  2009; 16 (4): 338-352
- **Mixing the digital, social and cultural: Learning, identity and agency in youth participation** *Digital youth: Learning and identity*
  Goldman, S., Booker, A., McDermott, M.
  MIT Press.2007
- **A new angle on families: connecting the mathematics in daily life with school mathematics** *Learning in places: The informal education reader*
  Goldman, S.
  Peter Lang Publishing Group.2006
- **The cultural work of learning disabilities** *Educational Researcher*
  McDermott, R., Goldman, S., Varenne, H.
  2006; 35 (6): 12-17
- **Functioning in the wireless classroom** *2nd IEEE International Workshop on Wireless and Mobile Technologies in Education (WMTE)*
  Goldman, S. V., Pea, R., Maldonado, H., Martin, L., White, T.
  IEEE COMPUTER SOC.2004: 75–82
- **Emerging social engineering in the wireless classroom** *6th International Conference of the Learning Sciences*
  Goldman, S., Pea, R., Maldonado, H.
  LAWRENCE ERLBAUM ASSOC PUBL.2004: 222–229
- **Negotiating the meaning of representations in the mathematics classroom** *6th International Conference of the Learning Sciences*
  Tackman, J. A., Goldman, S. V.
  LAWRENCE ERLBAUM ASSOC PUBL.2004: 640–640
- **Using assessments to improve equity in mathematics** *EDUCATIONAL LEADERSHIP*
  Cole, K., Coffey, J., Goldman, S.
  1999; 56 (6): 56-58