

Stanford



Brigid Barron

Margaret Jacks Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

John Baker

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Bio

BIO

Dr. Barron is a developmental psychologist who studies processes of collaborative learning in and out of school. Her research investigates interest-driven learning with a focus on how digital technologies can serve as catalysts for collaborative learning across home, school, and community settings with the goal of creating more equitable opportunities for the development of expertise. The theoretical goal of this work is to articulate conditions that lead to the diversification of a child's learning ecology through increasing activity in learning activities across settings. Current projects include the longitudinal documentation of learner pathways to engagement, studies of families as technology-supported learning teams, and the roles that personal learning networks play in catalyzing and sustaining interest-driven learning. She is founder of the YouthLAB at Stanford, and a co-lead of TELOS, a Stanford Graduate School of Education Initiative to investigate how technologies can provide more equitable access to learning opportunities. She was a lead researcher in the NSF-funded LIFE Center (Learning in Informal and Formal Environments), investigating the social foundations of learning across diverse communities, contexts, and domains.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Professor, Graduate School of Education, Stanford University, (1996- present)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Editorial Board Member, Journal of the Learning Sciences (2011 - present)
- Editorial Board Member, Cognition and Instruction (2014 - present)

PROFESSIONAL EDUCATION

- BS, University of California at Santa Cruz , Psychology (1984)
- MA, Vanderbilt University , Psychology (1989)
- PhD, Vanderbilt University , Clinical and Developmental Psychology (1992)

LINKS

- Webpage: <http://youthlab.stanford.edu/>

Research & Scholarship

RESEARCH INTERESTS

- Child Development
- Collaborative Learning
- Diversity and Identity
- Equity in Education
- Lifelong Learning
- Parents and Family Issues
- Poverty and Inequality
- School Reform
- Technology and Education

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Current projects include the longitudinal documentation of learner pathways to engagement, studies of families as technology-supported learning teams, and the roles that personal learning networks play in catalyzing and sustaining interest-driven learning. She is founder of the YouthLAB at Stanford, and a co-lead of TELOS, a Stanford Graduate School of Education Initiative to investigate how technologies can provide more equitable access to learning opportunities.

Teaching

COURSES

2021-22

- Learning in Formal and Informal Environments: EDUC 366 (Win)

2020-21

- Child Development and New Technologies: EDUC 342 (Spr)
- Learning Sciences and Technology Design Research Seminar and Colloquium: EDUC 291 (Win)

2019-20

- Child Development and New Technologies: EDUC 342 (Spr)
- Learning Sciences and Technology Design Research Seminar and Colloquium: EDUC 291 (Aut)

2018-19

- Child Development and New Technologies: EDUC 342 (Win)
- Learning Sciences and Technology Design Research Seminar and Colloquium: EDUC 291 (Aut)
- Learning in Formal and Informal Environments: EDUC 366 (Aut)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Kelly Boles, Archana Kannan, Veronica Lin, Brandon Reynante

Doctoral Dissertation Advisor (AC)

Judy Nguyen, Rose Pozos

Master's Program Advisor

Kelly Chen, Tran Hoang

Doctoral (Program)

Veronica Lin, Judy Nguyen, Rose Pozos

Publications

PUBLICATIONS

- **Implications for educational practice of the science of learning and development** *APPLIED DEVELOPMENTAL SCIENCE*
Darling-Hammond, L., Flook, L. F., Cook-Harvey, C., Barron, B., Osher, D.
2019
- **Latino immigrant families learning with digital media across settings and generations** *DIGITAL EDUCATION REVIEW*
Levinson, A., Barron, B.
2018: 150–69
- **Conducting Video Research in the Learning Sciences: Guidance on Selection, Analysis, Technology, and Ethics** *JOURNAL OF THE LEARNING SCIENCES*
Derry, S. J., Pea, R. D., Barron, B., Engle, R. A., Erickson, F., Goldman, R., Hall, R., Koschmann, T., Lemke, J. L., Sherin, M. G., Sherin, B. L.
2010; 19 (1): 3-53
- **Predictors of creative computing participation and profiles of experience in two Silicon Valley middle schools** *COMPUTERS & EDUCATION*
Barron, B., Walter, S. E., Martin, C. K., Schatz, C.
2010; 54 (1): 178-189
- **A CULTURE OF SHARING A Look at Identity Development Through the Creation and Presentation of Digital Media Projects** *1st International Conference on Computer Supported Education*
Martin, C. K., Barron, B., Austin, K., Pinkard, N.
INSTICC-INST SYST TECHNOLOGIES INFORMATION CONTROL & COMMUNICATION.2009: 167–174
- **Parents as learning partners in the development of technological fluency** *International Journal of Learning Media*
Barron, B., Martin, C. K., Takeuchi, L., Fithian, R.
2009
- **Sparking self-sustained learning: report on a design experiment to build technological fluency and bridge divides** *International Conference on Technology Education in the Asia Pacific Region (ICTE)*
Barron, B., Martin, C. K., Roberts, E.
SPRINGER.2007: 75–105
- **Staying the course with video analysis** *Video research in the learning sciences*
Goldman, S., McDermott, R.
2007: 101-113
- **Images of self and others as computer users: the role of gender and experience** *JOURNAL OF COMPUTER ASSISTED LEARNING*
Mercier, E. M., Barron, B., O'Connor, K. M.
2006; 22 (5): 335-348
- **Interest and self-sustained learning as catalysts of development: A learning ecology perspective** *HUMAN DEVELOPMENT*
Barron, B.
2006; 49 (4): 193-224
- **Design theories of interest, motivation, and engagement for the learning sciences** *6th International Conference of the Learning Sciences*
Hickey, D. T., Barron, B., Azevedo, F. S., Joseph, D., Edelson, D.
LAWRENCE ERLBAUM ASSOC PUBL.2004: 8–11
- **Learning ecologies for technological fluency: Gender and experience differences** *Journal of Educational Computing Research*
Barron, B.
2004; 31 (1): 1-36
- **Equity and the development of technological fluency** *6th International Conference of the Learning Sciences*
Barron, B., Tackman, J., Martin, C., Mercier, E., Johri, A., Johnson, Z., Wise, S., White, M., McPhee, S., Worth, P.

LAWRENCE ERLBAUM ASSOC PUBL.2004: 585-585

- **When smart groups fail** *JOURNAL OF THE LEARNING SCIENCES*
Barron, B.
2003; 12 (3): 307-359
- **Creative work in relational context and its developmental significance** *HUMAN DEVELOPMENT*
Barron, B.
2002; 45 (5): 367-371
- **Problem solving in video-based microworlds: Collaborative and individual outcomes of high-achieving sixth-grade students** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
Barron, B.
2000; 92 (2): 391-398
- **Achieving coordination in collaborative problem-solving groups** *JOURNAL OF THE LEARNING SCIENCES*
Barron, B.
2000; 9 (4): 403-436
- **Doing with understanding: Lessons from research on problem- and project-based learning** *JOURNAL OF THE LEARNING SCIENCES*
Barron, B. J., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., ZECH, L., Bransford, J. D.
1998; 7 (3-4): 271-311
- **A THROWER-BUTTON OR A BUTTON-THROWER - CHILDRENS JUDGMENTS OF GRAMMATICAL AND UNGRAMMATICAL COMPOUND NOUNS** *LINGUISTICS*
Clark, E. V., BARRON, B. J.
1988; 26 (1): 3-19