MEG ELENA ESCUDÉ
Education Consultant & Doctoral Student
Graduate School of Education, UC Berkeley
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CURRENT POSITION

2019-present	PhD student under the guidance of Dr. Kris Gutierrez, Graduate School of Education, UC Berkeley, CA.
2020-present	Graduate Student Researcher, Writing Data Stories project with PI Dr. Michelle Wilkerson, UC Berkeley, CA.

RELEVANT PROFESSIONAL EXPERIENCE

2014-2019	Program Director, Community Youth Programs, *Exploratorium*, San Francisco, CA
	Directed and co-taught in two out-of-school-time youth STEAM programs serving working-class and marginalized communities- one in partnership with the Boys & Girls Clubs of San Francisco, the other taking place on-site at the Exploratorium. My team researched and developed all curriculum with an explicit focus on inclusive and equitable learning experiences with the goal that all youth and adults in our spaces are able to express their brilliance creatively and in relationship with each other.
2012-2014	Community Tinkerer, *Exploratorium*, San Francisco, CA
2010-2012	Teaching Artist, *Southern Exposure*, San Francisco, CA.
2010	Resident Teaching Artist, *East Bay Center for Performing Arts*, Richmond, CA
2009-2013	Co-Founder, Radio Host & Director of Technology, *Mutiny Radio*, San Francisco, CA.
2008-2012	Studio Manager & Digital Producer, Christina Schmidhofer Photography, San Francisco, CA
2006-2008	Teaching Artist, Photographer & Collective Member, *Grupo Mirada Photo*, Córdoba, Argentina.
2004-2008	Freelance Photographer, Córdoba, Argentina.
2001-2004	Contractor/Assistant to Arts Professionals Richard Barnes, Jane Reed, César Rubio & Shadowlight Productions, San Francisco, CA

ADVISING & CONSULTING

2019-present	*Advisor*, ICLS Grant: Toledo Tinkers: Through a Child's Eye, Imagination Station, Toledo, OH.
2017-2019	*Faculty Mentor,* NSF AISL Grant: Leading the Next Generation of ISE Broadening Participation Efforts: A Professional Development Program for Mid-Career ISE Professionals. PI: Bronwyn Bevan.
2017	*Visiting Faculty*, Creative Education undergraduate course, Srishti Institute of Art and Design, Bangalore, India. Professors Dr. Gautham Bayal and Lavanya Sahi

| 2017-2018 | *Consultant & Research + Practice Partner*, Moore Foundation Grant: *Learning Through Youth Community Tinkering,* Northwestern University, PI: Shirin Vossoughi |
| 2016-2017 | *Consultant & Curriculum Development,* FabLearn Labs, Stanford University. |

EDUCATION

| 2002 | **B.F.A.**, California College of the Arts, Oakland. *Emphasis*: Fine Art Photography |

GRANTS & AWARDS

| 2021 | NSF Graduate Research Fellowship recipient |

| 2018 | Co-PI, NSF EAGER Grant: *Developing High-tech, Low-cost Maker Projects to Enhance Computational Teaching and Learning.* Co-PIs: Molly Shea & Susan Jurow |

| 2010 | Alternative Exposures Grant: *Awarded to Grupo Mirada Photo by* Southern Exposure *for ongoing photography workshops offered to incarcerated women in Córdoba, Argentina.* |

| 2006 | En Foco New Works Photography Fellowship Awards #10: *En Un Terreno Cualquiera*, photo documentary series following the lives of circus performers in South America. 20 images shown in a 3-person exhibition and published in *Nueva Luz Photographic Journal*. |

ACADEMIC ARTICLES

Reigh, E., Escudé, M., et. Al. (Accepted). Paths through Data: Successes and Future Directions in Supporting Student Reasoning about Environmental Racism. *Conference paper, ICLS 2022*

Vossoughi, S., Escudé, M., Kitundu, W., & Espinoza, M. (2021). "Hands & eyes:" Embodied learning, social relations & the genesis of pedagogical perception. *Journal of the Learning Sciences.*

Vossoughi, S., Jackson, E., Echevarria, R., Muñoz, A., Escudé, M. (2021). Beyond the binary of adult versus child-centered learning: Pedagogies of joint activity in the context of making. *Cognition and Instruction.*

Escudé, M., Rivero, E., Montano, J., (2020). Designing for Belonging and Becoming in an After-school Tinkering Program. *Afterschool Matters.*

Vossoughi, S., Jackson, A., Chen, S., Roldan, W. & Escude, M. (January, 2020). Embodied Pathways and Ethical Trails: Studying Learning in and through Relational Histories . Journal of the Learning Sciences .

Vossoughi, S., Hooper, P., Escudé, M., (2016). Making through the lens of culture and power: Toward transformative visions for educational equity. *Harvard Educational Review.*

Vossoughi, S. & Escudé, M. **(2016)**. What does the camera communicate? An inquiry into the politics and

possibilities of video research on learning. *Anthropology & Education Quarterly.*

Vossoughi, S., Escudé, M., Kong, F. & Hooper, P. (**2013**). Tinkering, learning & equity in the after-school setting. Paper published as a part of *FabLearn Conference* Proceedings. Stanford University.

WORK FOR PUBLIC AUDIENCE

Escudé, M. (Feb, 2017). 4 Drafts of a Warm-Up Activity. *Tinkering Studio Blog*
Escudé, M. (June, 2016). Exploratorium: A Compliment and a Question. *Institute of Museum and Library Services Blog*
Mind/Shift, KQED (May, 2016). Tinkering Spaces: How Equity Means more than Access.
Vossoughi, S. & Escudé, M. (2015). Grappling with Equity and Gaze. *Digital Media & Learning Blog.*
Escudé, M. (2008). Fantastical Portraiture. *Vice Magazine*
Escudé, M. (2007). En Un Terreno Cualquiera (pgs. 3-11). *Nueva Luz Magazine.*

LANGUAGES

Spanish: Fluent in speaking, reading and writing.