Curriculum Vitae

I.   Personal Information

I.A.   <u>Name and Contact Information</u>
Butler, Lucas Payne (UID: 113969522)
Department of Human Development & Quantitative Methodology
3942 Campus Drive
University of Maryland
College Park, MD 20742
Email: lpbutler@umd.edu
Phone: 301-314-1815
Website: www.lucaspbutler.com

I.B.   <u>Academic Appointments at UMD</u>

2021-present   Associate Professor
Department of Human Development & Quantitative Methodology

2015-2021   Assistant Professor
Department of Human Development & Quantitative Methodology

2015-present   Faculty Affiliate
Program in Neuroscience and Cognitive Science

2015-present   Faculty Affiliate
Language Science Center

I.D.   <u>Other Employment</u>

2012- 2014   Alexander von Humboldt Postdoctoral Scholar
Max Planck Institute for Evolutionary Anthropology
Leipzig, Germany

I.E.   <u>Educational Background</u>

2012   Ph.D. in Psychology
Stanford University, Stanford, CA

2009   M.A. in Psychology
Stanford University, Stanford, CA

2005   A.B. *cum laude* in Psychology
Harvard University, Cambridge, MA

II.   Research, Scholarly, Creative and/or Professional Activities
*Student author
†Authors contributed equally

II.A.   <u>Books</u>

II.A.2.   Books Edited

1. **Butler, L. P.,** Ronfard, S., & Corriveau, K. H. (Eds.) (2020). *The questioning child: Insights from psychology and education.* Cambridge University Press. ISBN: 978-1108428910

II.B.   Chapters

II.B.1.   Books

1. **Butler, L. P.,** Ronfard, S., & Corriveau, K. H. (2020). Questions about questions: Framing the key issues. In L. P. Butler, S. Ronfard, & K. H. Corriveau (Eds). *The questioning child: Insights from Psychology and Education* (pp. 1-5). Cambridge University Press.

2. Ronfard, S., **Butler, L. P.,** & Corriveau, K. H. (2020). The questioning child: A path forward. In L. P. Butler, S. Ronfard, & K. H. Corriveau (Eds). *The questioning child: Insights from Psychology and Education* (pp. 301-320). Cambridge University Press.

3. †Master, A., †**Butler, L. P.**, Walton, G. M. (2017). How the subjective relationship between the self, others, and a task drives interest. In P. A. O'Keefe & J. M. Harackiewicz (Eds.). *The Science of Interest* (pp. 209-226)*.* Springer International.

II.C.   Refereed Journals

II.C.1.   Refereed Journal Articles

1. *DePascale, M., **Butler, L. P.,** & Ramani, G. B. (2023). The relation between math anxiety and play behaviors in 4- to 6-year-old children. *Journal of Numerical Cognition*, *9*, 89-106. https://doi.org/10.5964/jnc.9721.

2. *Glidden, J., *D'Esterre, A. P., **Butler, L. P.,** & Killen, M. (2022). Claims of wrongdoing by outgroup members heighten children's ingroup biases. *Acta Psychologica*, *230*, 103732. https://doi.org/10.1016/j.actpsy.2022.103732

3. **Butler, L. P.**, *Gibbs, H., & *Levush, K. C. (2020). Look again: Pedagogical demonstration facilitates children's use of counterevidence. *Child Development*, *91*, e1194-e1210. https://doi.org/10.1111/cdev.13414

4. **Butler, L. P.,** *Gibbs, H. M., & Tavassolie, N. S. (2020). Children's developing understanding that even reliable sources need to verify their claims. *Cognitive Development*, *54*, 100871. https://doi.org/10.1016/j.cogdev.2020.100871

5. **Butler, L. P.** (2020). The empirical child? A framework for investigating the development of scientific habits of mind. *Child Development Perspectives*, *14*, 34-40. https://doi.org/10.1111/cdep.12354

6. **Butler, L. P.,** Schmidt, M. F. H., Tavassolie, N., & *Gibbs, H. (2018). Children's evaluation of verified and unverified claims. *Journal of Experimental Child Psychology*, *176*, 73-83. https://doi.org/10.1016/j.jecp.2018.07.007

7. **Butler, L. P.**, & Markman, E. M. (2016). Navigating pedagogy: Children's developing capacities for learning from pedagogical interactions. *Cognitive Development*, *38*, 27-35. https://doi.org/10.1016/j.cogdev.2016.01.001

8. **Butler, L. P.**, & Tomasello, M. (2016). Two- and 3-year-olds integrate linguistic and pedagogical cues in guiding inductive generalizations and exploration. *Journal of Experimental Child Psychology*, *145*, 64-78. https://doi.org/10.1016/j.jecp.2015.12.001

9. Schmidt, M. F. H., **Butler, L. P.**, *Heinz, J., & Tomasello, M. (2016). Young children see a single action and infer a social norm: Promiscuous normativity in 3-year-olds. *Psychological Science*, *27*, 1360-1370. https://doi.org/10.1177/0956797616661182

10. **Butler, L. P.**, Schmidt, M. F. H., *Bürgel, J., & Tomasello, M. (2015). Young children use pedagogical cues to modulate the strength of normative inferences. *British Journal of Developmental Psychology*, *33*, 476-488. https://doi.org/10.1111/bjdp.12108

11. **Butler, L. P.**, & Markman, E. M. (2014). Preschoolers use pedagogical cues to guide radical reorganization of category knowledge. *Cognition*, *130*, 116-12. https://doi.org/10.1016/j.cognition.2013.10.002

12. **Butler, L.P.**, & Walton, G.M., (2013). The opportunity to collaborate increases preschoolers' motivation for challenging tasks. *Journal of Experimental Child Psychology*, *116*, 953-961. https://doi.org/10.1016/j.jecp.2013.06.007

13. **Butler, L. P.**, & Markman, E. M. (2012). Preschoolers use intentional and pedagogical cues to guide inductive inferences and exploration. *Child Development*, *83*, 1416-1428. https://doi.org/10.1111/j.1467-8624.2012.01775.x

14. **Butler, L. P.**, & Markman, E. M. (2012). Finding the cause: Verbal framing helps children extract causal evidence embedded in a complex scene. *Journal of Cognition & Development*, *13*, 38-66. https://doi.org/10.1080/15248372.2011.567201

15. Ganea, P. A., Allen, M. A., **Butler, L.**, Carey, S., & DeLoache, J. S. (2009). Toddlers' referential understanding of pictures. *Journal of Experimental Child Psychology*, *104*, 267-282. https://doi.org/10.1016/j.jecp.2009.05.008

II.C.3.   Perspectives, Opinions, and Letters

1. **Butler, L. P.** (2017). The social origins of persistence. *Science*, *357*, 1236-1237.

II.C.4.   Other

2. **Butler, L. P.**, & Markman, E. M. (2011). Teaching and learning. In T. Luhrman (Ed.) Toward an anthropological theory of mind. *Suomen Antropologi: Journal of the Finnish Anthropological Society*, *36*, 38-39.

II.D.   Published Conference Proceedings

II.D.1.   Refereed Conference Proceedings

1. **Butler, L. P.**, & Markman, E. M. (2013). Preschoolers' ability to navigate communicative interactions in guiding their inductive inferences. *Proceedings of the 35th Annual Meeting of the Cognitive Science Society*.

2. **Butler, L. P.**, & Markman, E. M. (2010). Pedagogical cues influence children's inductive inference and exploratory play. *Proceedings of the 32nd Annual Meeting of the Cognitive Science Society*.

II.E.   Conferences, Workshops, and Talks
II.E.2.   Invited Talks

1. **Butler, L. P.** (2023, March). *The empirical child? A framework for investigating the development of scientific habits of mind*. Developmental Current Works Series, Department of Psychology, Yale University, New Haven, CT.
2. **Butler, L.** P. (2020, February). *The empirical child? A framework for investigating the development of scientific habits of mind*. Graduate School of Education, Harvard University, Cambridge, MA.
3. **Butler, L. P.** (2020, January). *The empirical child? A framework for investigating the development of scientific habits of mind*. Development and Experience Center, Department of Psychology, Franklin & Marshall College, Lancaster, PA.
4. **Butler, L. P.** (2018, March). *The roots of skepticism: How children evaluate others' verified and unverified claims*. Early Childhood Cognition Lab, Massachusetts Institute of Technology, Cambridge, MA.
5. **Butler, L. P.** (2018, February). *How children reason about evidence in a social world*. Neuroscience and Cognitive Science Seminar, University of Maryland, College Park, MD.
6. **Butler, L. P.** (2018, January). *How children reason about evidence in a social world*. Psychology Colloquium, Georgetown University, Washington, DC.
7. **Butler, L. P.** (2018, January). *How children navigate the social history of evidence*. Georgetown Early Learning Project, Georgetown University, Washington, DC.
8. **Butler, L. P.** (2017, December). *Children's understanding that claims about the world should be verified*. Closing Symposium, Department of Developmental and Comparative Psychology, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.
9. **Butler, L. P.** (2017, November). *How children's social cognition shapes their reasoning from evidence, and how their reasoning about evidence shapes their social cognition*. Human Factors Brownbag, George Mason University, Fairfax, VA.
10. **Butler, L. P.** (2016, November). *Demonstration, explanation, and young children's curious exploration*. Concepts and Categories talk series, New York University, New York, NY.
11. **Butler, L. P.** (2016, April). *Things that make you say 'Hmm': Children's causal exploration and its relation to question-asking*. Asking about Children's Questions, Radcliffe Institute for Advanced Study Exploratory Seminar, Harvard University, Cambridge, MA.
12. **Butler, L. P.** (2016, April). *Social learning in early childhood*. Developmental Brownbag Series, University of Virginia, Charlottesville, VA.
13. **Butler, L. P.** (2015, April). *Social learning in early childhood*. Center for Children, Relationships, & Cultures, University of Maryland, College Park, MD.

14. **Butler, L. P.** (2013, May). *Young children's use of intentional communication to guide inductive inference*. CEU Cognitive Development Center Seminar, Budapest, Hungary.

II.E.3.   Refereed Presentations

1. *Levush, K. C., *Alton, J., & **Butler, L. P.** (2023, March). *More than just agreement: Children's understanding that the power of consensus stems from group composition*. Paper presented at the 2023 Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.
2. *Gibbs, H. M. **,** & **Butler, L. P.** (2021, January). *Questions as cues? Children's reasoning about competent questioners.* Paper presented at the 2021 Budapest CEU Conference on Child Development , Budapest, Hungary.
3. **Butler, L. P.,** & *Gibbs, H. M. (2019, October). *Investigating children's developing understanding of others' epistemic practices*. Paper presented at the 2019 Biennial Meeting of the Cognitive Development Society, Lousiville, KY.
4. *Gibbs, H. M., Tavassolie, N. S., & **Butler, L. P.** (2019, March). *Children's understanding of verification as a necessary condition for helpful and effective teaching*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
5. **Butler, L. P.,** & *Gibbs, H. M. (2019, January). *Investigating children's developing understanding of integrity in others' epistemic practices*. Paper presented at the 2019 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
6. **Butler, L. P.**, & Zippert, E. L. (2017, April). *Pedagogical demonstration facilitates children's use of counterevidence*. Paper presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.
7. Schmidt, M. F. H., **Butler, L. P.**, & Tomasello, M. (2016, July). *Young children overgeneralize human actions into objective norms*. Paper presented at the 24th Biennial Meeting of the International Society for the Study of Behavioural Development, Vilnius, Lithuania.
8. **Butler, L. P.**, & Tomasello, M. (2015, March). *Linguistic cues influence 2- and 3-year-olds' generic inferences from pedagogical demonstrations*. Paper presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
9. **Butler, L. P.**, Schmidt, M. F. H., Buergel, J., & Tomasello, M. (2015, March) *Young children use pedagogical cues to modulate the strength of normative inferences*. Paper presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
10. **Butler, L. P.**, & Markman, E. M. (2013, April). *Preschoolers use communicative cues to guide radical reorganization of category knowledge*. Paper presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
11. **Butler, L. P.**, & Markman, E. M. (2013, January). *Preschoolers' ability to navigate pedagogical interactions in guiding inductive inferences*. Paper presented at the 2013 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
12. **Butler, L. P.**, & Markman, E. M. (2011, October). *For me? Children's use of communicative and pedagogical cues in guiding inductive inference*. Paper presented at the 7th Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.
13. **Butler, L. P.**, & Markman, E. M. (2011, May). *The influence of intentional and pedagogical cues on children's acquisition of generic knowledge*. Paper presented at the 2011 Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.

14. **Butler, L. P.**, & Markman, E. M. (2011, April). *The influence of intentional and pedagogical cues on children's inductive inferences and exploratory play*. Paper presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

15. **Butler, L. P.**, & Markman, E. M. (2009, October). *Pulling out the data: Adult framing helps children extract causal evidence embedded in a complex scene*. Poster presented at the 6th Biennial Meeting of the Cognitive Development Society, San Antonio, TX.

16. **Butler, L. P.**, & Markman, E. M. (2009, April). *Framing the problem: The role of adult input in children's causal reasoning*. Poster presented at the 2009 Biennial Meeting of the Society for Research in Child Development, Denver, CO.

II.E.6.   Refereed Posters

1. *Levush, K. C., *Alton, J., & **Butler, L. P.** (2022, April). *More than just agreement: Children's understanding that the power of consensus stems from group composition*. Poster presented at the 2022 Biennial Meeting of the Cognitive Development Society, Madison, WI.

2. *Levush, K. C., *Alton, J., & **Butler, L. P.** (2022, April). *More than just agreement: Children's understanding that the power of consensus stems from group composition*. Poster presented at the CDS Preconference, *Balancing trust and skepticism in the times of fake news: The development of epistemic reasoning and intellectual humility*, Madison, WI.

3. *Levush, K. C., & **Butler, L. P.** (2021, June). Children's reasoning about evidence selection & communicative intent. Poster presented at the 2021 Society for Philosophy and Psychology Virtual Annual Meeting.

4. *Gibbs, H. M., **Butler, L. P.,** & Levush, K. C. (2019, October). *You sound like you know, but did you check? Children's evaluations of others' calibrated evidence-based claims*. Poster presented at the 2019

5. Duong, S., Terrizzi, B. F., **Butler, L. P.,** & Beier, J. S. (2019, March). *Children's prosocial facilitation of others' communicative goals*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

6. *Gibbs, H. M., & **Butler, L. P.** (2019, March). *You sound like you know, but did you check? Children's understanding that generic claims require sufficient verification*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

7. *Levush, K., *Solinsky, J., & **Butler, L. P.** (2019, March). *Investigating the relationship between children's social preferences and expectations about other's empirical practice*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

8. *Gibbs, H. M., Tavassolie, N.S., & **Butler, L. P.** (2018, July). *You can't teach what you don't know: Children's understanding of verification as a necessary support for helpful teaching*. Poster presented at the 2018 Annual Meeting of the Society for Philosophy and Psychology, Ann Arbor, MI.

9. *Gibbs, H. Tavassolie, N., & **Butler, L. P.** (2017, October). *Children's understanding of verification as a necessary condition for helpful and effective teaching*. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.

10. Tavassolie, N. *Gibbs, H., & Schmidt, M. F. H., **Butler, L. P.** (2017, October). *Children's evaluation of verified and unverified claims*. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.

11. **Butler, L. P.**, Tavassolie, N., & Gibbs, H. (2017, May). *Children's understanding that claims about the world must be verified*. Poster presented at the 2017 Annual Convention of the Association for Psychological Science, Boston, MA.

12. **Butler, L. P.**, Gelman, S. A., & Wellman, H. M. (2017, April). *Explanatory responses to preschoolers' requests for information boost their curious exploration*. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

13. **Butler, L. P.**, & Tomasello, M. (2013, October). *Preschoolers' use of ostensive and linguistic cues in guiding inductive inferences*. Poster presented at the 2013 Biennial Meeting of the Cognitive Development Society, Memphis, TN.

14. **Butler, L. P.**, & Markman, E. M. (2013, April). *Preschoolers' ability to navigate pedagogical interactions in guiding inductive inferences*. Poster presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

15. **Butler, L. P.**, & Markman, E. M. (2011, April). *Preschoolers make inferences about category membership on the basis of intentional demonstration, but not intentional action*. Poster presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

16. **Butler, L. P.**, & Markman, E. M. (2011, January). *Preschoolers make inferences about feature centrality on the basis of intentional demonstration, but not intentional action*. Poster presented at the 2011 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

17. **Butler, L. P.**, & Markman, E. M. (2010, March). *Did you mean to show me that? Intentional demonstration and children's causal exploration*. Poster presented at the XVIIth Biennial International Conference on Infant Studies, Baltimore, MD.

18. **Butler, L. P.**, & Markman, E. M. (2010, January). *Young children use pedagogical cues to guide their causal exploration and inductive inferences*. Poster presented at the Central European University Cognitive Development Center Opening Conference, Budapest, Hungary.

19. Preissler, M. A., **Butler, L. P.**, & Carey, S. (2004, May). *Language facilitates symbolic understanding of pictures for 2-year-old children*. Poster presented at the 14th Biennial International Conference on Infant Studies, Chicago, IL.

II.E.13.   Symposia

1. **Butler, L. P.** (2019, January). *New directions in investigating children's epistemic vigilance*. Symposium organized for the 2019 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

2. **Butler, L. P.**, & Corriveau, K. H. (2017, April). *Social influences on reasoning from evidence*. Symposium organized for the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

3. Nurmsoo, E., & **Butler, L. P.**, (2013, January). *Beyond faithful imitation: How context shapes children's learning from others*. Symposium organized for the 2013 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

4. **Butler, L. P.**, & Buchsbaum, D. (2011, October). *Pedagogy and selective trust: The trade-offs of learning from others*. Symposium organized for the 2011 Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.

II.J.   Sponsored Research and Programs – Administered by the Office of Research Administration (ORA)

II.J.1.   Grants

     Completed

1. Spencer Foundation, "Children's Developing Understanding that Claims About the World Need to be Verified" (PI: **Butler, L. P.**; Award Period: 09/01/2017-08/31/2018; Total costs: $49,935).

II.K.   Gifts, and Funded Research not administered by ORA

II.K.4.   Other (UMD Awards)

1. Grand Challenges Impact Award: The Maryland Democracy Initiative (Key Personnel; PI: Lena Morreale Scott; Award period: 3/1/22-7/30-24; Total costs: $400,000).
2. Teaching Innovation Grant (PIs: Alexander, P. A., Bogler, D. J., **Butler, L. P.,** Lee-Kim, J., Trakhman, L.; Award Period: Summer 2020; Total costs: $39,000).
3. Research and Scholarship Award, "Asked and Answered: How Adults' Explanatory Responses Influence Children's Causal Exploration and Discovery" (PI: **Butler, L. P.**; Award Period: Summer 2017; Total costs: $10,000).
4. College of Education SPARC Assistant Professor Award, "How Parents Shape Children's Learning from Evidence" (PI: **Butler, L. P.**; Award period: 01/15/2015-01/14/2016; Total costs: $15,000).

II.P.   Research Fellowships, Prizes and Awards

1. Excellence in Scholarship Award, UMD College of Education (2018)
2. Jacobs Foundation Early Career Fellowship (semi-finalist, 2018)
3. James S. McDonnell Foundation Scholar Award (finalist, 2018)
4. Rising Star Award, Association for Psychological Science (2016)
5. Postdoctoral Research Fellowship, Alexander von Humboldt Foundation, Germany (2012-2014).
6. Student Travel Award, Society for Research in Child Development (2011)
7. Dissertation Research Award, American Psychological Association (2011)
8. Graduate Research Fellowship, National Science Foundation (2009-2012)

III.   Teaching, Extension, Mentoring, and Advising
III.A.   Courses Taught

     Undergraduate:

1. EDHD200: Paradigms & Perspectives in Human Development
     Fall 2020, (2 sections, virtual format), total enrollment: 59
     Fall 2021, (2 sections), total enrollment: 78
     Spring 2022 (2 sections), total enrollment: 80
     Summer 2022, enrollment: 7
     Fall 2022, enrollment: 40
     Spring 2023, enrollment: 38
2. EDHD228: Research Experiences in Human Development
     Spring 2022, enrollment: 1

       Fall 2022, enrollment: 3
       Spring 2023, enrollment: 1

3. EDHD411: Child Growth & Development
       Spring 2015, enrollment: 40
       Fall 2015, enrollment: 38
       Spring 2016, enrollment: 34
       Fall 2016, enrollment: 39
       Spring 2017 (2 sections), total enrollment: 77
       Spring 2018 (2 sections), total enrollment: 80
       Spring 2019 (2 sections, hybrid format), total enrollment: 80
       Spring 2020 (2 sections, hybrid format), total enrollment: 80

4. EDHD489: Field Experiences in Education:
       Fall 2015, enrollment: 3
       Spring 2016, enrollment: 2
       Spring 2017, enrollment: 1
       Spring 2018, enrollment: 2
       Fall 2018, enrollment: 1
       Spring 2019, enrollment: 1
       Spring 2020, enrollment: 1
       Spring 2021, enrollment: 1
       Fall 2022, enrollment: 1

7. EDHD498: Special Problems in Education:
       Spring 2022, enrollment: 1
       Fall 2022, enrollment: 1

6. PSYC479: Special Research Problems in Psychology:
       Spring 2015, enrollment: 1
       Spring 2016, enrollment: 5
       Fall 2016, enrollment: 4
       Spring 2017, enrollment: 3
       Fall 2017, enrollment: 2
       Spring 2018, enrollment: 3
       Fall 2018, enrollment: 2
       Spring 2019, enrollment: 2
       Fall 2019, enrollment: 5
       Spring 2020, enrollment: 5
       Fall 2020, enrollment: 4
       Spring 2021, enrollment: 6
       Fall 2021, enrollment: 1
       Spring 2022, enrollment: 4
       Spring 2023, enrollment: 2

Graduate:

1. EDHD690: History and Systems in Human Development (now Theoretical Foundations in Human Development)
       Fall 2015, enrollment: 5
       Fall 2016, enrollment: 6
       Fall 2022, enrollment: 5

2. EDHD629: Seminar for the Center for Children, Relationships, and Culture

       Fall 2015, enrollment: 9
       Fall 2016, enrollment: 10
       Fall 2017, enrollment: 9
       Fall 2018, enrollment: 13
       Fall 2020, enrollment: 12
       Fall 2021, enrollment 8
       Fall 2022, enrollment 8

3. EDHD779P: Fake News and Alternative Facts: How Children Learn to Navigate Evidence in a Social World
       Fall 2018, enrollment: 5
4. EDHD799: Master's Thesis Research
       Spring 2018, enrollment: 1
       Summer 2018, enrollment: 1
5. EDHD789: Internship in Human Development
       Spring 2019, enrollment: 1
6. EDHD888: Apprenticeship in Human Development Research
       Fall 2018, enrollment: 1
       Spring 2019, enrollment: 2
       Fall 2019, enrollment: 2
       Spring 2020, enrollment: 3
       Fall 2020, enrollment: 1
       Spring 2021, enrollment: 1
       Fall 2021, enrollment: 2
       Spring 2022, enrollment: 1
       Spring 2023, enrollment: 1
7. EDHD899: Doctoral Dissertation Research
       Fall 2021, enrollment: 1
       Spring 2021, enrollment: 1
       Fall 2022, enrollment: 1
       Spring 2023, enrollment: 1

III.C.   <u>Advising</u>: Research or Clinical
III.C.1.   Undergraduate

Mentored Research Assistants:

1. Jackson Eisner (Psychology, 2023-present)
2. Emily Mitchener (Psychology, 2023-present)
3. Venus Latifian (Psychology, 2023-present)
4. Sean Klein (Human Development, 2021-present)
5. Hannah Keepers (Human Development, 2022-present)
6. Jessica Pham (Human Development, 2022-present)
7. Nikki Tajaddini (Public Health, HD Minor, 2022-present)
8. Jordyn Blaustein (Psychology, 2021-2022)
9. Carly Brummel (Psychology, 2021-2022)
10. Amanda Plichta (Psychology, 2021-2022)
11. Andie Hoffrichter (Psychology, 2020-2021)
12. Jasmine Williams (Psychology, 2020-2021)
13. Rebecca Li (Psychology, 2020-2021)
14. Spencer Lin (Psychology, 2020-2021)

15. Divi Kambala (Psychology, 2020-2021)
16. Ali Siegmund (Psychology, 2019-2021)
17. Anna Kaplan (Psychology, 2019-2021)
18. Indira Jetton (Psychology, 2019-2022)
19. Karmen Macchiagodena (Psychology, 2019-2022)
20. Kendra Soh (Psychology, 2019-2021)
21. Meera Panikar (Psychology, 2019-2020)
22. Nava Winton (Psychology, 2019-2020)
23. Emilie Berman (Psychology, 2018-2020)
24. Avi Warshawsky (Psychology, 2018-2020)
25. Sarah Tayel (Psychology, 2019)
26. Danielle Frey (Psychology, 2018-2019)
27. Courtney Mann (Psychology, 2018-2019)
28. Katrina Brauer (Psychology, 2018-2019)
29. Alyssa Goldsmith (Psychology, 2018)
30. Garret Wegner (Psychology, 2018)
31. Austin Calore (Psychology, 2018)
32. Fiona Lachman (Psychology, 2017-2018)
33. Nia Nickerson (Psychology, 2016-2018, now Ph.D. student at University of Michigan)
34. Katie Hernandez (Psychology, 2017)
35. Rachel Schindler (Psychology, 2017-2019)
36. Tirone Johnson (Psychology, 2016-2017, now Ph.D. student at University of Colorado)
37. Jessie Smith (Psychology, 2016-2017)
38. Renee Johnsson, (Human Development, 2017)
39. Emily Abraham (Human Development, 2016)
40. Ariel Horn (Human Development, 2016)
41. Carissa Levine, (Psychology, 2016)
42. Jenna Nelson, (Psychology, 2016)
43. Ben Weinberg (Human Development, 2015-2016)
44. Jasmine Brown (Psychology, 2015-2016)
45. Marisa Gentile (Family Science, 2015)
46. Julie Knorr (Human Development, 2015-2016)
47. Tara Saideman (Human Development, 2015)
48. Casey Whitman (Psychology, 2015, now Ph.D student at Drexel University)

Thesis Committee Member:

1. Jonas Ventimiglia (Psychology, 2018-2019).

III.C.2. Master's

Advisor:

1. Jason Solinsky (Human Development, 2017-2019, now Research Associate at American Institutes for Research)
2. Karen Levush (Human Development, 2017-2018)
3. Jessica Bürgel (Psychology, University of Tübingen, Germany, 2012-2013)

III.C.3.   Doctoral

Advisor:

1. Teresa Garcia (Human Development, 2022-present)
2. Jenna Alton (Human Development, 2019-present)
3. Karen Levush (Human Development, 2018-2023)
4. Hailey Gibbs (Human Development, 2016-2021, now Senior Research Analyst at the Center for American Progress)

Committee Member:

1. Riley Sims (Human Development, 2022-2023)
2. Amanda Burkholder (Human Development, 2020-2021)
3. Alex D'Esterre (Human Development, 2021-2021)
4. Amanda M. Woodward (Psychology, 2019-2020)
5. Jessica Gladstone (Human Development, 2018-2020)
6. Michael Rizzo (Human Development, 2017-2018)
7. Virginia Salo (Human Development, 2017-2018)
8. Laura Elenbaas (Human Development, 2016-2017)
9. Jeeyong Noh (Human Development, 2016-2017)
10. Bonnie Brett (Human Development, 2015-2016)

IV.   Service and Outreach
IV.A.   Editorships, Editorial Boards, and Reviewing Activities
IV.A.2.   Editorial Boards

1. Associate Editor, *Developmental Psychology* (2022-present)
2. Consulting Editor, *Developmental Psychology* (2018-2022)
3. Academic Editor, *PLOS ONE* (2018-2022)
4. Consulting Editor, *Child Development* (2017-present)

IV.A.3.   Reviewing Activities for Journals and Presses

1. *British Journal of Developmental Psychology* (2016, 2018, 2019)
2. *Child Development* (2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022)
3. *Cognition* (2015, 2016, 2017, 2018)
4. *Cognitive Development* (2015, 2016, 2017, 2018, 2019, 2020)
5. *Cognitive Science* (2014, 2018)
6. *Collabra* (2017)
7. *Developmental Psychology* (2015, 2016, 2017, 2018, 2019, 2020, 2021)
8. *Developmental Science* (2017, 2018)
9. *Frontiers in Psychology* (2015)
10. *Journal of Experimental Child Psychology* (2015, 2016, 2017, 2018, 2019, 2020, 2021)
11. *Mind and Language* (2017, 2018)
12. *Review of Philosophy and Psychology* (2016)
13. *Quarterly Journal of Experimental Psychology* (2015)
14. *Science* (2015, 2017)

IV.A.4.   Reviewing Activities for Agencies and Foundations

1. Panelist, National Science Foundation, Education Core Research Program, (2018, 2020)

IV.A.5.   Reviewing Activities for Conferences

1. Cognitive Science Society (2013-2018)
2. Cognitive Development Society (2015, 2017, 2019)
3. Society for Research in Child Development (2015, 2017, 2019, 2023)

IV.B.   Committees, Professional & Campus Service
IV.B.1.   Campus Service – Department

1. Director of Graduate Studies (2022-present)
2. Faculty Search Committee (2018-2019, 2019-2020, 2023-2024)
3. Co-organizer, Developmental Science Colloquium (Fall 2021, Fall 2022)
4. Graduate Recruitment Day Committee (2017-2020, 2022-2023, chaired 2018-2020, co-chaired 2022-2023)
5. Advisory Board, Center for Young Children (2016-2019)
6. Undergraduate Education Committee, (2015-2018)
7. Co-organizer, Center for Children, Relationships, & Culture Colloquium Series, (Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2020)

IV.B.2.   Campus Service – College

1. College Senate (2015-2017, 2021-2023, Chair, 2023-2024)
2. Blueprint for Maryland's Future COE Taskforce (2022-2023)
3. Classroom Renovation Committee (2018)
4. Strategic Planning Committee on the Culture of Scholarship (2017-2018)

IV.B.3.   Campus Service – University

1. Co-spokesperson, Graduate Field Committee in Developmental Science (2022-present)
2. University Senate (2018-2021)
3. Executive Committee, Graduate Field Committee in Developmental Science (2017-present)
4. Banneker/Key Scholarship Committee (2015, 2016)