*Curriculum Vitae*

**Haley A. Vlach**

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University of Wisconsin–Madison

Madison, Wisconsin 53706-1796

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Lab Website: http://vlachlab.education.wisc.edu

**EDUCATION**

2007-2012Ph.D. Psychology, University of California, Los Angeles Cognitive & Developmental Psychology

2006-2007 M.A. Psychology, University of California, Los Angeles

Cognitive & Developmental Psychology

2002-2006 B.S. Psychology, Carnegie Mellon University

with University Honors; Phi Beta Kappa

**ACADEMIC POSITIONS**

2020-present Chair, Human Development Area

Department of Educational Psychology, University of Wisconsin–Madison

2018-present Associate Professor

Department of Educational Psychology, University of Wisconsin–Madison

2012-present Lab Director: Learning, Cognition, & Development (LCD) Lab

2012-present Principal Investigator: Wisconsin Center for Education Research (WCER)

2012-2018 Assistant Professor

Department of Educational Psychology, University of Wisconsin–Madison

**RESEARCH INTERESTS**

Cognitive development, including language acquisition, word learning, memory, categorization, generalization, concept learning, science learning; Bridging psychological science with education

**SELECTED AWARDS, FELLOWSHIPS, & HONORS**

Awards

2020 Boyd McCandless Award, APA Div. 7, early career award in developmental psychology

2019 Vilas Faculty Early Career Investigator Award, Vilas Trust

2019 Mentoring Undergraduates in Research and Scholarly Activities Award, UW-Madison

2018 James S. McDonnell Foundation Human Cognition Scholar Award

2017 SRCD Early Career Contribution Award, early career award in developmental science

2015 William Chase Award, early career award in cognitive science

2011 SRCD Student Travel Award

2010 Robert Glushko and Pamela Samuelson Award, Cognitive Science Society

2010 Distinction in Teaching Award, UCLA

2008 NSF Graduate Research Fellowship, Honorable Mention Award

Fellowships & Honors

2013, 2014, Hilldale Undergraduate/Faculty Research Fellowship, UW-Madison

2015, 2019

2018 Appointed Fellow of UW-Madison Teaching Academy

2015 Appointed Fellow (FPsyS) of Psychonomics Society

2009, 2010 PROPS Teaching/Mentor Fellowship, UCLA

2008-2009 Graduate Mentorship Research Fellowships, UCLA

2008, 2009 Graduate Mentorship Summer Research Fellowship, UCLA

2007-2008 CONNECT Educational Research Fellowship, UCLA

2006-2007 University Chancellor’s Award and Fellowship, UCLA

2006 Phi Beta Kappa, Carnegie Mellon University

2006 Gretchen Goldsmith Lankford Fellowship, Carnegie Mellon University

2005 Victoria Bloom Memorial Fellowship, Carnegie Mellon University

2005 Walk Memorial Fellowship, Carnegie Mellon University

2004 William C. Dement Fellowship, Brown University

**PUBLICATIONS**

\*indicates student or postdoc authors

**Journal Articles:**

Elliot, E. M., Morey, C. C., AuBuchon, A.…& **Vlach**, H. A. (accepted). Multi-lab direct replication of Flavell, Beach and Chinsky (1966): Spontaneous verbal rehearsal in a memory task as a function of age. *Advances in Methods and Practices in Psychological Science.* doi: 10.17605/OSF.IO/PN4RK

Knabe\*, M., & **Vlach,** H. A. (2020). When are difficulties desirable for children? First steps toward a developmental and individual differences account of the spacing effect. *Journal of Applied Research in Memory and Cognition, 9,* 447-454. doi: 10.1016/j.jarmac.2020.07.007

Knabe\*, M., & **Vlach**, H. A. (2020). Anti-representationalism in language development research: A commentary on Ambridge (2020). *First Language*. doi: 10.1177/0142723720905918

Green, C. S., Bavelier, D., Kramer, A. F., Vinogradov, S…**Vlach**, H. A., … & Witt, C. M. (2019). Improving methodological standards in behavioral interventions for cognitive enhancement. *Journal of Cognitive Enhancement*, *3*, 2-29. doi: 10.1007/s41465-018-0115-y

Mulak\*, K. E., Escudero, P., & **Vlach**, H. A. (2019). Cross-situational learning of phonologically overlapping words across degrees of ambiguity. *Cognitive Science*, *43*, 1-19. doi: 10.1111/cogs.12731

**Vlach**, H. A. (2019). Learning to remember words: Memory constraints as double-edged sword mechanisms of language development. *Child Development Perspectives*, *13*, 159-165. doi: 10.1111/cdep.12337

**Vlach**, H. A., Bredemann\*, C. A., & Kraft\*, C. (2019). To mass or space? Young children do not possess adults’ misconceptions of spaced learning. *Journal of Experimental Child Psychology, 183,* 115-133. doi: 10.1016/j.jecp.2019.02.003

**Vlach**, H. A., & DeBrock\*, C. A. (2019). Statistics learned are statistics forgotten: Children’s retention and retrieval of cross-situational word learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *45*, 700-711. doi: 10.1037/xlm0000611

Will\*, K. K, Masad\*, A., **Vlach**, H. A., & Kendeou, P. (2019). The effects of refutation texts on generating explanations. *Learning and Individual Differences, 69*, 108-115. doi: 10.1016/j.lindif.2018.12.002

Miller\*, H. E., **Vlach**, H. A., & Simmering, V. R. (2017). Producing spatial words is not enough: Understanding the relation between language and spatial cognition. *Child Development*, *88*, 1966-1982. doi: 10.1111/cdev.12664

**Vlach**, H. A., & DeBrock\*, C. A. (2017). Remember dax? Relations between children’s cross-situational word learning, memory, and language abilities. *Journal of Memory and Language*, *93*, 217-230. doi: 10.1016/j.jml.2016.10.001

Escudero, P., Mulak\*, K. E., & **Vlach**, H. A. (2016a). Cross-situational learning of minimal word pairs. *Cognitive Science, 40,* 455-465. doi: 10.1111/cogs.12243

Escudero, P., Mulak\*, K. E., & **Vlach**, H. A. (2016b). Infants encode phonetic detail during cross-situational word learning. *Frontiers in Psychology, 7:1419.* doi: 10.3389/fpsyg.2016.01419

**Vlach**, H. A. (2016). How we categorize objects is related to how we remember them: The shape bias as a memory bias. *Journal of Experimental Child Psychology*, *152*, 12–30. doi: 10.1016/j.jecp.2016.06.013

**Vlach**, H. A., & Noll\*, N. (2016). Talking to children about science is harder than we think: Characteristics and metacognitive judgments of explanations provided to children and adults. *Metacognition and Learning, 11,* 317-338. doi: 10.1007/s11409-016-9153-y

Gluckman\*, M., **Vlach**, H. A., & Sandhofer, C. M. (2014). Spacing simultaneously promotes multiple forms of learning in children's science curriculum. *Applied Cognitive Psychology, 28*, 266-273. doi: 10.1002/acp.2997

**Vlach**, H. A. (2014). The spacing effect in children’s generalization of knowledge: Allowing children time to forget promotes their ability to learn. *Child Development Perspectives*, *8*, 163-168. doi: 10.1111/cdep.12079

**Vlach**, H. A., & Kalish, C. W. (2014). Temporal dynamics of categorization: Forgetting as the basis of abstraction and generalization. *Frontiers in Psychology, 5:1021*. doi: 10.3389/fpsyg.2014.01021

**Vlach**, H. A., & Sandhofer, C. M. (2014). Retrieval dynamics and retention in cross-situational statistical learning. *Cognitive Science, 38*, 757-774. doi: 10.1111/cogs.12092

**Vlach**, H. A., Sandhofer, C. M., & Bjork, R. A. (2014). Equal and expanding learning schedules in children’s categorization and generalization. *Journal of Experimental Child Psychology*, *123*, 129-137. doi: 10.1016/j.jecp.2014.01.004

Ankowski, A. A., **Vlach**, H. A., & Sandhofer, C. M. (2013). Comparison vs. contrast: Task specifics affect category acquisition. *Infant and Child Development, 22*, 1-23. doi: 10.1002/icd.1764

Krogh, L., **Vlach**, H. A., Johnson, S. P. (2013). Statistical learning in development: Flexible yet constrained. *Frontiers in Psychology. 3:598*. doi: 10.3389/fpsyg.2012.00598

**Vlach**, H. A., & Johnson, S. P. (2013). Memory constraints on infants' cross-situational statistical learning. *Cognition, 127*, 375-382. doi: 10.1016/j.cognition.2013.02.015

**Vlach**, H. A., Ankowski, A. A., & Sandhofer, C. M. (2012). At the same time or apart in time? The role of presentation timing and retrieval dynamics in generalization. *Journal of Experimental Psychology: Learning, Memory, & Cognition, 38*, 246-254. doi: 10.1037/a0025260

**Vlach**, H. A., & Sandhofer, C. M. (2012). Distributing learning over time: The spacing effect in children’s acquisition and generalization of science concepts. *Child Development, 83*, 1137-1144. doi: 10.1111/j.1467-8624.2012.01781.x

**Vlach**, H. A., & Sandhofer, C. M. (2012). Fast mapping across time: Memory mechanisms support children’s ability to retain words. *Frontiers in Psychology, 3:46*. doi: 10.3389/fpsyg.2012.00046

**Vlach**, H. A., & Sandhofer, C. M. (2011). Developmental differences in children’s context-dependent word learning. *Journal of Experimental Child Psychology, 108*, 394-401. doi: 10.1016/j.jecp.2010.09.011

**Vlach**, H. A., Krogh, L., Thom, E. E. & Sandhofer, C. M. (2010). Doing with development: Moving toward a complete theory. *Behavioral and Brain Sciences, 33*, 227-228. doi: 10.1017/S0140525X1000049X

**Vlach**, H. A. & Carver, S. M. (2008). The effects of observation coaching on children’s graphic representations. *Early Childhood Research & Practice, 10*, 1-15.

**Vlach**, H. A., Sandhofer, C. M., & Kornell, N. (2008). The spacing effect in young children’s memory and category induction. *Cognition, 109*, 163-167. doi: 10.1016/j.cognition.2008.07.013

**Vlach**, H. A., & Carver, S. M. (2006). The impact of observation on children’s drawings. *National Association of Laboratory Schools Journal, 30*, 6-15.

**Book Chapters, Conference Proceedings, & Other Publications:**

Knabe\*, M., Lazaroff\*, E., & Vlach, H. A. (2020). Can misconceptions be forgotten? Evaluating the efficacy of a directed-forgetting paradigm in revising science misconceptions [Abstract]. In S. Denison, M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (p. 3519). Cognitive Science Society.

Knabe\*, M. & Vlach, H. A. (2020). To repeat or not to repeat: Competitor repetition and variability in children’s memory for words [Abstract]. In S. Denison., M. Mack, Y. Xu, & B.C. Armstrong (Eds.), Proceedings of the 42nd Annual Conference of the Cognitive Science Society (p. 3520). Cognitive Science Society.

Lazaroff\*, E., & Vlach, H. A. (2020). Are analogies enough? Assessing long-term retention of and cognitive supports for science concepts learned using structural alignment [Abstract]. In S. Denison, M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (p. 3522). Cognitive Science Society.

Vlach, H. A. (2020). Q & A with Haley Vlach, Boyd McCandless Award Winner. *Developmental Psychologist, 2*.

Schonberg\*, C., & Vlach, H. A. (2019). Temporal dynamics of preschoolers’ novel word learning and categorization [Member Abstract]. In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.) *Proceedings of the 41st Annual Conference of the Cognitive Science Society* (p. 3567). Montreal, QB: Cognitive Science Society.

DeBrock\*, C. A., & Vlach, H. A. (2018). Testing effects in children's storybook reading [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2842). Austin TX: Cognitive Science Society.

Kaul\*, M., Lazaroff\*, E., & Vlach, H. A. (2018). Allowing children time to forget promotes their acquisition and generalization of science concepts [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2891). Austin TX: Cognitive Science Society.

Lazaroff\*, E., & Vlach, H. A. (2018). The role of inquiry in children’s and adults’ memory, categorization, and explanation of new information [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2899). Austin TX: Cognitive Science Society.

Vlach, H. A. (2018). Temporal dynamics of categorization: Is there a best of both worlds? In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (ps. 67-68). Austin TX: Cognitive Science Society.

Vlach, H. A., & Bjork, R. A. (2017). How can we improve teaching? *World Class: Tackling the ten biggest challenges facing schools today*. Editors: David James and Tom Bennett; Publisher: Routledge.

Miller\*, H. E., & Vlach, H. A. (2016). Biased attention to spatial dimensions predicts children's spatial word acquisition [Abstract]. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (p. 2876). Austin, TX: Cognitive Science Society.

Miller\*, H. E., Vlach, H. A., & Simmering, V. R. (2014). Children’s flexibility in using spatial language and its relation to spatial skills [Abstract]. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (p. 3361). Austin, TX: Cognitive Science Society.

Vlach, H. A. (2014). The shape bias shapes more than just attention: Relationships between categorical biases & object recognition memory. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 3049 - 3054). Austin, TX: Cognitive Science Society.

Escudero, P., Mulak\*, K. E., & Vlach, H. A. (2013). Cross-situational statistical learning of phonologically overlapping words. In M. Knauff, M., Pauen, N., Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 418-423). Austin, TX: Cognitive Science Society.

Vlach, H. A. (2013). Recognition memory processes in novel noun generalization [Abstract]. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (p. 4155). Austin, TX: Cognitive Science Society.

Vlach, H. A., & Johnson, S. P. (2011). Memory constraints on infants’ statistical word learning [Abstract]. In L. Carlson, C. Hölscher, & T. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (p. 829). Austin, TX: Cognitive Science Society.

Vlach, H. A., & Sandhofer, C. M. (2011). Retrieval dynamics of in-the-moment and long-term statistical word learning. In L. Carlson, C. Hölscher, & T. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 789-794). Austin, TX: Cognitive Science Society.

Vlach, H. A., & Sandhofer, C. M. (2010). Desirable difficulties in cross-situational word learning. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 2470-2476). Austin, TX: Cognitive Science Society.

Vlach, H. A., & Sandhofer, C. M. (2008). Context and induction: The impact of background context on children's category learning [Abstract]. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (p. 1573). Austin, TX: Cognitive Science Society.

**RESEARCH SUPPORT**

**Funded External Grants**

2018-2024 James S. McDonnell Foundation (award total: $600,000)

“The Development of Higher-Order Cognition: Words, Categories, and Concepts”

PI: Haley Vlach

2017-2021 Australian Research Council (ARC) (award total: $895,000)

“Enhancing Language Learning via Auditory Training and Interaction”

CI: Paola Escudero, Subcontract PI: Haley Vlach

2017-2021 NSF PAC 1734260 (award total: $546,577)

“The Effect of Nameability on Categorization”

PI: Gary Lupyan; Co-PIs: Haley Vlach & Gregory Zelinsky

2017-2021 NIH R21 HD092867-01 (award total: $420,750)

"The Impact of Word Learning on Children’s Category Induction”

Multi-PIs: Gary Lupyan & Haley Vlach

2016-2021 NSF ECR 1561531 (award total: $529,881)

“To Compare or Space? The Role of Timing in Children's Science Learning”

PI: Haley Vlach

2015-2017 NIH R03 HD081153-01 (award total: $143,797)

“Developing the Ability to Retain and Retrieve Word Mappings Across Time”

PI: Haley Vlach

2012-2013 MARCS Institute Research Grant, Australia (award total: $12,500)

“Cross-situational Word Learning: Effects of Phonological Similarity and Set Size”

Multi-PIs: Paola Escudero, Karen Mulak, & Haley Vlach

2010-2012 NIH R03 HD064909-01 (award total: $141,136)

“Desirable Difficulties in Children’s Word Learning”

PI: Catherine Sandhofer, Co-PIs: Robert Bjork & Haley Vlach

**Funded Internal Grants**

2020-2021 Wisconsin Alumni Research Foundation (award total: $12,000)

“Science Vocabulary as a Foundation for Children's Science Knowledge: An Intervention Study”

PI: Haley Vlach

2018-2021 William F. Vilas Trust Estate (award total: $50,000)

Flexible funds provided with the Vilas Faculty Early Career Investigator Award

PI: Haley Vlach

2017-2020 Wisconsin Alumni Research Foundation (award total: $297,128)

“From Simple Words to Complex Ideas: Understanding the Role of Language in Learning”

PI: Gary Lupyan, Co-PIs: Heather Kirkorian & Haley Vlach

2017-2018 Wisconsin Alumni Research Foundation (award total: $48,611)

“Where to Look? Eye Movements During Parent-Child Storybook Reading and Word Learning”

PI: Haley Vlach

2016-2017 TeachOnline@UW Teaching Innovation Grant (award total: $1,000)

Awarded to develop online version of Ed Psych 320 (Infant & Child Development)

PI: Haley Vlach

2015-2016 Wisconsin Alumni Research Foundation (award total: $36,036)

“Individual and Developmental Differences in Spaced Learning”

PI: Haley Vlach

2015-2016 WCER Faculty Award (award total: $4,000)

“At the Same Time or Apart in Time? Timing in Children’s Generalization of Knowledge”

PI: Haley Vlach

2014-2015 Wisconsin Alumni Research Foundation (award total: $36,985)

“Memory Processes in Children’s Cross-Situational Word Learning”

PI: Hale**y** Vlach

2013-2014 Wisconsin Alumni Research Foundation (award total: $26,033)

“Is Timing Everything? Timing in Children’s Generalization”

PI: Haley Vlach

2009-2010 UCLA Excellence in Research Grant (award total: $5,000)

2008-2009 “Children’s Long-term Memory for Words and Categories”

PI: Haley Vlach

2007-2008 CONNECT Educational Research Grant (award total: $25,000)

“Grounding the Spacing Effect in Science Education”

PI: Haley Vlach

2007-2008 UCLA Rapid Start Research Grant (award total: $1,000)

PI: Haley Vlach

**Grants Awarded & Declined:**

2016-2017 Wisconsin Alumni Research Foundation ($46,413; funded by NSF)

“To Compare or Space? Presentation Timing in Science Learning”

PI: Haley Vlach

**INVITED COLLOQUIA & PUBLIC TALKS**

2020 Women in Academia Panel, University of Wisconsin-Madison

2020 Learning from Language Workshop, University of Wisconsin-Madison

2020 Symposium on Research in Child Language Disorders, Plenary Speaker (rescheduled; pandemic)

2020 Duke University, Psychology & Neuroscience

2020 University of Maryland, College Park, Human Development and Quantitative Methods

2019 University of Iowa, Psychology, Communication Sciences and Disorders, & DeLTA

2019 University of Wisconsin, Madison, Medical School

2018 Cognitive Science Society Annual Meeting, Professional Development Forum

2018 University of Wisconsin-Madison, Communication Sciences & Disorders

2017 Illinois State University, Psychology

2017 Northwestern University, Cognitive Science

2017 University of Wisconsin, Madison, Medical School

2017 Wisconsin Center for Academically Talented Youth

2017 Methods in Cognitive Training, NSF workshop

2017 University of California, Los Angeles, Psychology

2017 University of California, Irvine, Cognitive Sciences

2017 Drexel University, Psychology

2017 Georgia State University, Educational Psychology

2016 Princeton University, Psychology

2016 University of Toronto, Psychology

2016 University of Utah, Educational Psychology

2016 Natural History Museum of Utah

2016 University of Western Sydney, MARCS Institute

2016 Centre for Excellence for the Dynamics of Language, Australia

2016 Carnegie Mellon University, Psychology

2015 University of Iowa, Psychology, Communication Sciences and Disorders, & DeLTA

2015 University of Minnesota, Twin Cities, Ed Psychology & Institute of Child Psychology

2013 University of Wisconsin-Madison, Psychology

2012 American Education Week

2013 University of Minnesota, Twin Cities, Ed Psychology & Institute of Child Psychology

2012 Princeton University, Psychology

2012 University of California, Irvine, Education

2012 University of Illinois, Urbana-Champaign, Educational Psychology

2012 Temple University, Psychology

2011 Dartmouth College, Education

2011 University of California, Los Angeles, Psychology

2009 California State University, Los Angeles, Psychology

**CONFERENCE PRESENTATIONS**

Knabe, M., Schonberg, C., & Vlach, H. A. (2021, April). Does the public know what researchers know? Perceived task difficulty impacts adults’ intuitions about children’s early word learning. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).

Knabe, M., & Vlach, H. A. (2021, April). Hearing the same story dos veces: Assessing the textual characteristics of Spanish-English dual-language storybooks. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).

Lazaroff, E., & Vlach, H. A. (2021, April). Science language in storybooks: Parallels among words, children’s speech, and adult perceptions. Talk presented at the Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).

Lazaroff, E., & Vlach, H. A. (2021, April). Sci-VT: Developing measures of children’s science vocabulary. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).

Schonberg, C., & Vlach, H. A. (2021, April). When time shifts the boundaries: Isolating the role of forgetting in children’s changing category representations. Talk presented at the Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).

Suffill, E., & Vlach. H. A. (2021, April). When does it stop being blue? Children’s and adults’ categorization of color categories. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).

Knabe, M., Lazaroff, E., & Vlach, H. A. (2020, July). Can misconceptions be forgotten? Evaluating the efficacy of a directed-forgetting paradigm in revising science misconceptions. Poster presented at the Cognitive Science Meeting (virtual due to pandemic).

Knabe, M. & Vlach, H. A. (2020, July). To repeat or not to repeat: Competitor repetition and variability in children’s memory for words. Poster presented at the Cognitive Science Meeting (virtual due to pandemic).

Lazaroff, E., & Vlach, H. A. (2020, July). Are analogies enough? Assessing long-term retention of and cognitive supports for science concepts learned using structural alignment. Poster presented at the Cognitive Science Meeting (virtual due to pandemic).

Meylan, S., Braginsky, M., deMayo, B., Sanchez, A., Schonberg, C., Srinivasan, M., Vlach, H., Lupyan, G., Griffiths, T., & Frank, M. C. (2019, November). Wordful: Tracking early productive vocabulary growth with smartphones. Paper presented at the 44th Boston University Conference on Language Development, Boston, MA.

Bredemann, C. A., & Knabe, M. L., & Vlach, H. A. (2019, October). Children's recognition and retrieval memory for words learned via storybook reading. Talk presented at the Cognitive Development Society Conference, Louisville, KY.

Hosch, A., Lazaroff, E., Kaul, M., & Vlach, H. A. (2019, October). When visual attention doesn't explain learning: Spaced learning in children's generalization of STEM concepts. Poster presented at the Cognitive Development Society Conference, Louisville, KY.

Knabe, M., & Vlach, H. A. (2019, October). Can preschoolers intentionally forget? Investigating stimulus set type and individual differences in a list-method directed forgetting paradigm. Poster presented at the Cognitive Development Society Conference, Louisville, KY.

Knabe, M., & Schonberg, C., & Vlach, H. A. (2019, October). Does the public know what researchers know? Assessing adults' understanding of children's early word learning. Poster presented at the Cognitive Development Society Conference, Louisville, KY.

Lazaroff, E., Vlach, H. A. (2019, October). Unanswered questions: The role of inquiry in children's memory and categorization of novel objects. Poster presented at the Cognitive Development Society Conference, Louisville, KY.

Lazaroff, E., Vlach, H. A. (2019, October). Which words matter for children's science learning? An analysis of children's vocabulary, science knowledge, and children's science books. Poster presented at the Cognitive Development Society Conference, Louisville, KY.

Schonberg, C., & Vlach, H. A. (2019, October). When time changes the boundaries: Shifts in children's generalizations after a delay. Poster presented at the Cognitive Development Society Conference, Louisville, KY.

Lazaroff, E., Kaul, M., & Vlach, H. A. (2019, August). Science vocabulary predicts children’s science knowledge and conceptions of science. Poster presented at the Annual Convention of the American Psychological Association. Chicago, IL.

Schonberg, C., & Vlach, H. A. (2019, July). Temporal dynamics of preschoolers’ novel word learning and categorization. Poster presented at the 41st Annual Conference of the Cognitive Science Society. Montreal, Canada.

Bredemann, C. A., & Vlach, H. A. (2019, June). Testing effects in children’s comprehension and production of words during storybook reading. Paper presented at the 13th Annual Meeting of the Society for Applied Research in Memory & Cognition. Brewster, MA.

Knabe, M. L., & Vlach, H. A. (2019, June). Learning in context: Attention and memory for features of a word learning episode in mono- and bilingual children. Poster presented at the Society for Research on in Child Language Disorders Annual Conference. Madison, WI.

Bredemann, C. A., Vlach, H. A., Fennell, C., Levelt, C., Liu, L., & Escudero, P. (2019, March). Children's memory for words and speech sounds learned via e-book training. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

Kaul, M., Lazaroff, E. & Vlach, H. A. (2019, March). Retrieval difficulty promotes STEM categorization and generalization. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

Kaul, M., Lazaroff, E. & Vlach, H. A. (2019, March). Combining simultaneous and spaced presentations: Distributed pairs in children’s generalization of STEM concepts. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

Knabe, M., & Vlach, H. A. (2019, March). Not all is forgotten: Children’s memory for features of a word learning episode. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

Lazaroff, E., Kaul, M. & Vlach, H. A. (2019, March). Science vocabulary as a window into differences in children’s science knowledge. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

Lazaroff, E., & Vlach, H. A. (2019, March). Differences in children’s long-term memory for science concepts learned using structural alignment. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

Zettersten, M., Bredemann, C., Kaul, M., Vlach, H. A., Kirkorian, H., Lupyan, G. (2019, March). Verbal labels support rule-based category learning in children. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

Vlach, H. A., DeBrock, C. A., & Kraft, C. (2018, September). To mass or space? Young children do not possess adults’ incorrect biases about spaced learning. Talk presented at the International Mind, Brain, and Education Society 6th Biennial Conference. Los Angeles, CA.

DeBrock, C. A., & Vlach, H. A. (2018, July). Testing effects in children's storybook reading. Poster presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.

Kaul, M., Lazaroff, E., & Vlach, H. A. (2018, July). Allowing children time to forget promotes their acquisition and generalization of science concepts. Poster presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.

Lazaroff, E., & Vlach, H. A. (2018, July). The role of inquiry in children’s and adults’ memory, categorization, and explanation of new information. Poster presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.

Vlach, H.A. (2018, July). Temporal dynamics of categorization: Is there a best of both worlds? Paper presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.

Vlach, H. A., Lazaroff, E. E., & Kaul, M. (2018, June). Variation in the timing of learning: Simultaneous, massed, and spaced presentations lead to differences in children’s generalization of STEM concepts. Paper presented at the Jean Piaget Society Annual Conference, Amsterdam, Netherlands.

DeBrock, C. A., & Vlach, H. A. (2017, October). Children's forgetting of words mapped via mutual exclusivity. Paper presented at the Cognitive Development Society Conference, Portland, OR.

Lazaroff, E. E., & Vlach, H. A. (2017, October). Frequently asked questions: Patterns of inquiry in children and adults when viewing novel objects. Poster presented at the Cognitive Development Society Conference, Portland, OR.

Vlach, H. A., & DeBrock, C. A. (2017, June). Statistics learned are statistics forgotten: The developing ability to retain and retrieve cross-situational statistical learning. Paper presented at the Interdisciplinary Advances in Statistical Learning Conference. Bilbao, Spain.

DeBrock, C. A., & Vlach, H. A. (2017, April). Testing the story: Examination of the testing effect in children’s word Learning and storybook reading. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.

DeBrock, C. A., & Vlach, H. A. (2017, April). Children’s short- and long-term retention of novel labels learned via mutual exclusivity. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.

Noll, N., Vlach, H. A., & Kalish, C. W. (2017, April). Single feature dominance constrains children’s conjunctive categorization. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.

Vlach, H. A. (2017, April). What happens after encoding? Children’s consolidation and integration of semantic memories. Chair of symposium presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.

Vlach, H. A., & DeBrock, C. A. (2017, April). Remember daxes and feps? A protracted course of development for the retention and retrieval of cross-situational statistics. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.

Will, K., Masad, A., Vlach, H., & Kendeou, P. (2017, April). The role of quality explanations in knowledge revision. Poster presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

DeBrock, C. A., & Vlach, H. A. (2016, November). Observing testing effects on children’s word learning through storybook reading. Poster presented at the Annual Meeting of the Psychonomic Society. Boston, MA.

Will, K., Vlach, H. A., & Kendeou, P. (2016, November). The role of explanation quality in knowledge revision. Poster presented at the Annual Meeting of the Psychonomic Society. Boston, MA.

Vlach, H. A., & Noll, N. (2016, September). How do we talk to children about science? Characteristics of science explanations for children vs. adults. Paper presented at the International Mind, Brain, and Education Society Meeting, Toronto, Canada.

Will, K., Masad, A., Vlach, H. A., & Kendeou, P. (2016, July). Generating explanations in the service of knowledge revision. Paper presented at the Annual Meeting of the Society for Text & Discourse, Kassel, Germany.

DeBrock, C. A., & Vlach, H. A. (2016, June). Mutual exclusivity promotes initial mapping, but not long-term memory, of words. Paper presented at the Jean Piaget Society Annual Conference, Chicago, IL.

Noll, N., Vlach, H. A., & Kalish, C. W. (2016, June). Constraints on children’s conjunctive categorization. Paper presented at the Jean Piaget Society Annual Conference, Chicago, IL.

Kriengwatana, B., Xu, Y., Kooij, K., Escudero, P., Vlach, H. A., & Raijmakers, M. (2016, May). Language-specificity and memory in infant cross-situational learning. Poster presented at the International Conference on Infant Studies. New Orleans, LA.

Vlach, H. A., & DeBrock, C. A. (2016, May). Multiple domains of memory development support infants’ cross-situational statistical learning. Paper presented at the International Conference on Infant Studies. New Orleans, LA.

Noll, N., Vlach, H. A., & Kalish, C. W. (2015, November). Developmental differences between children's and adults' conjunctive categorizations. Poster presented at the Annual Meeting of the Psychonomic Society. Chicago, IL.

Vlach, H. A. (2015, November). A developmental account of the spacing effect: Children that forget more, remember more. Paper presented at the Annual Meeting of the Psychonomic Society. Chicago, IL.

DeBrock, C. A. & Vlach, H. A. (2015, October). Mutual exclusivity supports children’s mapping, but not retention, of words. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Columbus, OH.

Miller, H., Vlach, H. A., & Simmering, V. R. (2015, October). Relation between language and spatial cognition: Uncovering mechanisms. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Columbus, OH.

Noll, N., Vlach, H. A., & Kalish, C. W. (2015, October). Conjunctive categorizations with perceptual features: Developmental differences between children and adults. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Columbus, Ohio.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2015, June). Infants’ encoding of phonological detail during cross-situational word learning. Paper presented at the Workshop on Infant Language Development (WILD) Conference, Stockholm, Sweden.

Vlach, H. A. (2015, April). The spacing effect in children’s science concept learning: Allowing children time to forget promotes their ability to learn. Paper presented at the American Educational Research Association Annual Meeting. Chicago, IL.

Kraft, C., & Vlach, H. A. (2015, March). Children that forget faster remember more: Individual and developmental differences in interleaved learning. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.

Miller, H. E., Vlach, H. A., & Simmering, V. R. (2015, March). Evaluating relations between spatial language and spatial skills across tasks. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.

Miller, H. E., Vlach, H. A., & Simmering, V. R. (2015, March). Quality of children’s spatial language use predicts spatial skills. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.

Vlach, H. A. (2015, March). Remembering object features across time: The shape bias as a memory bias. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.

Vlach, H. A. (2015, March). To remember or not remember? Consolidation and forgetting as mechanisms of cognitive development. Chair of symposium presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.

Vlach, H. A. (2015, March). What was that word? Infants' vocabulary development is constrained by the ability to retain and retrieve words. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, November). Infants' cross-situational learning of minimally different words depends on the type and magnitude of the phonological contrast. Poster presented at the Boston University Conference on Language Development. Boston, MA.

Vlach, H. A. (2014, November). Individual and developmental differences in the benefits of interleaved learning. Poster presented at the Annual Meeting of the Psychonomic Society. Long Beach, CA.

Miller, H. E., Vlach, H. A., & Simmering, V. R. (2014, July). Children’s flexibility in using spatial language and its relation to spatial skills. Poster presented at the 36th Annual Conference of the Cognitive Science Society. Quebec City, Canada.

Vlach, H. A. (2014, July). The shape bias shapes more than just attention: Relationships between categorical biases & object recognition memory. Poster presented at the 36th Annual Conference of the Cognitive Science Society. Quebec City, Canada.

Vlach, H. A. (2014, July). Forgetting science promotes children’s science learning. Paper presented at the Upper Midwest Mathematical Thinking Conference. Madison, Wisconsin.

Vlach, H. A. (2014, July). When infants look at objects, are they learning? Dynamics and dissociations of attention and memory across learning environments (Chair). Symposium presented at the International Conference on Infant Studies. Berlin, Germany.

Vlach, H. A. (2014, July). The shape bias as a memory bias: Interactions of memory and generalization across infancy, childhood, and adulthood. Poster presented at the International Conference on Infant Studies. Berlin, Germany.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, July). Cross-situational learning of phonologically similar words in 12-, 14- and 17-month-olds. Paper presented at the International Conference on Infant Studies. Berlin, Germany.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, July). Infant’s cross-situational learning of novel minimal and non-minimal pairs. Paper presented at the International Association for the Study of Child Language. Amsterdam, Netherlands.

Miller, H. E., Vlach, H. A., & Simmering, V. R. (2014, May). The role of selection and flexibility in language use in developing spatial skills. Paper presented at the 44th Annual Meeting of the Jean Piaget Society. San Francisco, CA.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, August). Cross-situational statistical learning of phonologically overlapping words. Paper presented at the 35th Annual Conference of the Cognitive Science Society. Berlin, Germany.

Vlach, H. A. (2013, August). Recognition memory processes in novel noun generalization. Poster presented at the 35th Annual Conference of the Cognitive Science Society. Berlin, Germany.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, June). Cross-situational word learning of monosyllables with different degrees of phonological overlap. Paper presented at the Workshop on Infant Language Development (WILD) Conference, Donostia, San Sebastián, Spain.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, June). Word learning in monolingual and multilingual adults: Minimal versus non-minimal word pairs. Paper presented at the International Child Phonology Conference, Nijmegen, The Netherlands.

Vlach, H. A., & Johnson, S. P. (2013, April). Memory processes in infants' cross-situational statistical learning. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference, Seattle, Washington.

Vlach, H. A., Sandhofer, C. M., & Bjork, R. A. (2013, April). Expanding vs. equally spaced learning schedules in children's category acquisition and generalization. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference, Seattle, Washington.

Escudero, P., Mulak, K. E., & Vlach, H. A. (2012, December). Word learning in monolingual and multilingual adults: Minimal versus non-minimal word pairs. Poster presented at the 14th Australasian International Conference on Speech Science and Technology, Sydney, Australia.

Vlach, H. A., & Sandhofer, C. M. (2011, November). What was that called? Retrieval dynamics in statistical word learning. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Philadelphia, PA.

Vlach, H. A., & Johnson, S. P. (2011, July). Memory constraints on infants’ statistical word learning. Poster presented at 33rd Annual Conference of the Cognitive Science Society. Boston, MA.

Vlach, H. A., & Sandhofer, C. M. (2011, July). Retrieval dynamics of in-the-moment and long-term statistical word learning. Paper presented at 33rd Annual Conference of the Cognitive Science Society. Boston, MA.

Vlach, H.A., Ankowski, A., & Sandhofer, C. M. (2011, May). The interplay of encoding and retrieval dynamics in young children’s generalization. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.

Vlach, H. A., & Sandhofer, C. M. (2011, May). Forgetting as abstraction: Providing opportunities for forgetting promotes long-term generalization. Paper presented at Western Psychological Association (WPA) Annual Conference, Los Angeles, CA.

Vlach, H. A., Gluckman, M., & Sandhofer, C. M. (2011, April). Promoting transfer by creating difficulty for learners: Spaced learning in children's generalization of science concepts. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference, Montreal, Canada.

Vlach, H. A., & Sandhofer, C. M. (2010, August). Desirable difficulties in cross-situational word learning. Paper presented at 32nd Annual Conference of the Cognitive Science Society. Portland, OR.

Vlach, H. A., & Sandhofer, C. M. (2010, May). Difficulty promotes word learning: Desirable difficulties in cross-situational statistics. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Irvine, CA.

Vlach, H. A. (Chair) (2010, April). The science (and math) of learning by example. Symposium and paper presented at Western Psychological Association (WPA) Annual Conference, Cancun, Mexico.

Vlach, H. A., & Sandhofer, C. M. (2009, October). The paradox of comparison and spacing in generalization. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, San Antonio, Texas.

Vlach, H. A., & Sandhofer, C. M. (2009, May). Word learning and memory: Memory mechanisms support children’s ability to retain fast mapped words. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.

Vlach, H. A., & Sandhofer, C. M. (2009, April). The role of lesson timing in children's acquisition and retention of science concepts. Poster presented at Society for Research in Child (SRCD) Development Conference, Denver, CO.

Vlach, H. A., & Sandhofer, C. M. (2009, April). Fast mapping and retention: Memory mechanisms support children's ability to retain learned words. Poster presented at Society for Research in Child Development (SRCD) Conference, Denver, CO.

Vlach, H. A. (2008, July). Word learning research: What methods can we use to investigate one of developmental psychology’s most difficult questions? Invited talk for Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.

Vlach, H. A., & Sandhofer, C. M. (2008, July). Context and induction: The impact of background context on children's category learning. Poster presented at 30th Annual Conference of the Cognitive Science Society. Washington, D. C.

Vlach, H. A., & Sandhofer, C. M. (2008, May). Memory mechanisms support category learning and induction. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Irvine, CA.

Vlach, H. A. (2008, March). Can categorization principles support learning in the classroom? Invited talk in lecture series for Applied Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.

Vlach, H. A. (2008, February). Basic cognitive processes and the classroom: Can basic research on memory and categorization promote learning? Invited talk in lecture series for Applied Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.

Vlach, H. A. (2007, December). Memory and the young child—How memory mechanisms support infant and toddler learning. Invited talk in lecture series for the UCLA Infant Development Program, Los Angeles, CA.

Vlach, H. A., & Sandhofer, C. M. (2007, October). The role of contextual change in young children's category learning. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Santa Fe, NM.

Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2007, October). Timing influences young children's object and category learning. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Santa Fe, NM.

Vlach, H. A., & Sandhofer, C. M. (2007, May). Contextual change and encoding specificity in young children’s category learning. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.

Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2007, May). The role of the spacing effect in young children’s object and category learning. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.

Vlach, H. A., & Carver, S. M. (2007, March). The effects of observation coaching on children’s graphic representations. Poster presented at Society for Research in Child Development (SRCD) Conference, Boston, MA.

Vlach, H. A., & Carver, S. M. (2007, March). Observation coaching’s effect on children’s drawings. Paper presented at National Association of Lab Schools Conference, Los Angeles, CA.

Vlach, H. A., & Carver, S. M. (2006, May). The effects of observation coaching on children’s graphic representations. Paper presented at Meeting of the Minds Conference, Pittsburgh, PA.

**TEACHING**

**Courses Taught:**

Child Development (Graduate level; Fall 2014, 2015, 2019, 2020)

Cognition & Development in Science Learning (Undergraduate/Graduate level; Fall 2012)

Human Development (Graduate level; Winter 2011)

Infant & Child Development (Undergraduate level; Fall 2012, Fall 2013, Spring 2014, Spring 2015, Fall 2015)

Introduction to Psychology (Undergraduate level; Summer 2010)

Learning, Memory, & Development (in Education?) (Graduate level; Fall 2013)

Memory & Memory Development (Graduate level; Spring 2013, Fall 2016, Spring 2020)

Principles of Cognitive Development (Graduate level; Fall 2017)

Psychology Research Opportunities Program Seminar (Undergraduate level; Winter 2010, Spring 2010, Winter 2011, Spring 2011)

Research Experience in Educational Psychology (Undergraduate level; every semester since Fall 2016)

Research in Educational Psychology (Graduate level; Spring 2014, 2015, 2016, 2017, 2018, 2021)

**Guest Lecturer:**

California State University, Los Angeles; Carnegie Mellon University; Loyola Marymount University; University of California, Los Angeles (Education Department, Psychology Department, & Center X); University of Wisconsin, Madison

**MENTORING**

Postdoctoral Scholar Mentorship

* Christina Schonberg, currently at University of Wisconsin-Madison
* Ellise Suffill, currently at University of Wisconsin-Madison
* Karen Mulak, currently at University of Maryland

Graduate Students at UW-Madison for which I am a primary mentor and Committee Chair:

* Catherine (DeBrock) Bredemann, Educational Psychology, 2014-2020
* Emma Lazaroff, Educational Psychology, 2016-present
* Melina Knabe, Educational Psychology, 2017-present
* Yi Tong, Educational Psychology, 2020-present

Member of First Year Project Committees at UW-Madison

* Lauren Anthony, Psychology
* Sarah Brown, Psychology
* Hilary Miller, Psychology
* Nathan Vasquez, Psychology
* Ellie Breitfeld, Psychology

Member of Master Committees at UW-Madison

* Julie Hunt, Educational Psychology
* Di Wang, Educational Psychology
* Jordan Thevenow-Harrison, Educational Psychology
* Roxanne Etta, Human Development & Family Studies
* Radhika Gosavi, Educational Psychology
* Catherine DeBrock, Educational Psychology
* Nigel Noll, Educational Psychology
* Elizabeth Skora Horgan, Human Development & Family Studies
* Emma Lazaroff, Educational Psychology
* Melina Knabe, Educational Psychology

Member of Preliminary Exam Committees at UW-Madison

* Dong Liu, Educational Psychology
* Shannon Harris, Curriculum & Instruction
* Rachael Hansen, Educational Psychology
* Angie Calvin, Educational Psychology
* Jordan Thevenow-Harrison, Educational Psychology
* Liz Toomarian, Educational Psychology
* Aaron Cochrane, Psychology
* GeckHong Yeo, Educational Psychology
* Radhika Gosavi, Educational Psychology
* Amy Bintliff, Educational Psychology
* Catherine DeBrock, Educational Psychology
* Kimberly Crespo, Communication Sciences & Disorders
* Kristina Woodard, Psychology
* Elizabeth Skora Horgan, Human Development & Family Studies
* Emma Lazaroff, Educational Psychology
* Mengjiao Song, Educational Psychology
* Nathan Vasquez, Psychology
* Clint Jensen, Psychology
* Alexandria Viegut, Educational Psychology
* Wongeun Ji, Educational Psychology

Member of Dissertation Committees at UW-Madison

* Erica Wojcik, Psychology
* Collette Fischer, Educational Psychology
* Christine Meng, Curriculum & Instruction
* Annie Riggs, Psychology
* Hsun-chih Huang, Educational Psychology
* Jordan Thevenow-Harrison, Educational Psychology
* Libby Pier, Educational Psychology
* James (Alex) Bonus, Communication Arts
* Lana Mahgoub, Educational Psychology
* Hilary Miller, Psychology
* Katie Ostrander, Educational Psychology
* Carolyn Liesen, Human Development & Family Studies
* Radhika Gosavi, Educational Psychology
* Aaron Cochrane, Psychology
* Amy Bintliff, Educational Psychology
* Roxanne Etta, Human Development & Family Studies
* Kimberly Crespo, Communication Sciences & Disorders
* Maame Adomako, Educational Psychology
* Emma Lazaroff, Educational Psychology
* Brendan Eagan, Educational Psychology

Lab Manager Mentorship

* Ana Masad
* Matthew Walczak
* Megan Kaul
* Alexis Hosch
* Benjamin Barmore

Supervision of Senior Thesis Students at UW-Madison

* Rachel Beletti, Communication Sciences & Disorders, 2013-2014
* Carla Kraft, Rehabilitation Psychology, 2014-2015
* Emily Katz, Rehabilitation Psychology, 2015-2016
* Nathan Simon, History & Psychology, 2019-2020
* Perri Cochin, Communication Sciences & Disorders, 2021-2022

Research Supervision/Independent Study for Undergraduate Students:

I typically have 20-25 undergraduate research assistants in my lab each semester.

**SERVICE**

University Committees & Panels

2020-2021 Faculty Senator, Alternate

2019-2020 Language Cluster Committee

2019-2021 Undergraduate Mentor Awards Review Committee

2018 Hilldale/Holstrom Fellowship Review Committee

2017-2018 Faculty Senator, Primary

2017 Teaching Academy Panel

2017 Waisman Center Review Committee

2015-2017 Faculty Senator, Alternate

2015, 2016 Hilldale/Holstrom Fellowship Review Committee

2014-2015 Faculty Senator, Primary

2013-2014 Faculty Senator, Alternate

School of Education Committees & Panels

2019-2020 Doctoral Research Program (DRP) Advisory Committee

2019-2020 WCER Grant Editor Search Committee

2015-2018 SoE Programs Committee

2017 SoE Online Education Panel

2017 Wisconsin Ideas in Education Series (WIES) panelist on academic job search

2015-2017 Wisconsin Ideas in Education Series (WIES) Co-organizer

2014-2015 Ed-GRS Committee

Department of Educational Psychology Committees & Panels

2020-2022 Chair of Human Development Area

2020-2022 Curriculum Committee

2020-2021 Diversity Task Force

2020-2021 Diversity & Inclusion Association Steering Committee

2019-2021 Faculty Diversity Steering Committee

2019-2020 Chair of Language Cluster Hiring Committee

2019-2020 Faculty Review Committee

2019-2020 Chair of Tenure Review for Ed Hubbard

2015-2016 School Psychology Faculty Search Committee

2013-2014 Recruitment, Admissions, Fellowships, and Awards Committee

2012-2013 Recruitment, Admissions, and Fellowships Committee

**Professional**

Associate Editor

*Frontiers in Developmental Psychology* (2011-2014)

*Journal of Educational Psychology* (2020 – present)

Editorial Board

*Frontiers in Developmental Psychology* (2014-Present)

*Journal of Experimental Child Psychology* (2016-Present)

Guest Editor

*Psychological Science* (2020)

Ad-Hoc Reviewer

*Applied Cognitive Psychology*

*Applied Psycholinguistics*

*Behavior Research Methods*

*British Journal of Developmental Psychology*

*British Journal of Educational Psychology*

*Child Development*

*Cognition*

*Cognitive Development*

*Cognitive Research: Principles and Implications*

*Cognitive Science*

*Current Directions in Psychological Science*

*Developmental Psychology*

*Early Childhood Research Quarterly*

*First Language*

*Frontiers in Cognitive Science*

*Frontiers in Developmental Psychology*

*Frontiers in Language Sciences*

*Infant Behavior and Development*

*Infant and Child Development*

*Journal of Applied Research in Memory and Cognition*

*Journal of Cognition and Development*

*Journal of Experimental Child Psychology*

*Journal of Experimental Psychology: General*

*Journal of Experimental Psychology: Learning, Memory, and Cognition*

*Language Learning and Development*

*Learning and Instruction*

*Journal of Memory and Language*

*Memory*

*Science Education*

Conferences/Academic Society Leadership

Co-organizer/host for Learning from Language Workshop at University of Wisconsin-Madison in 2020

Chair of Tutorials & Workshops for CogSci2018

Co-Chair of Boyd McCandless Early Career Award Selection Committee for APA 2021 Convention

Ad-hoc reviewer: Cognitive Development Society, Cognitive Science Society, International Conference on Development and Learning and on Epigenetic Robots, Society for Research on Child Development

Grant Panels

Principal Member: IES Basic Processes in Education Research Panel, 2018-2022

Ad-hoc reviewer: NSF (Developmental Science), Czech Science Foundation, Social Sciences and Humanities Research Council (SSHRC) of Canada, Swiss National Science Foundation, Wisconsin Alumni Research Foundation (WARF)

**Professional/Faculty Affiliations**

ARC Center for Excellence for the Dynamics of Language, Australia; McPherson Eye Research Institute, UW-Madison

**Professional Society Memberships**

American Psychological Association (APA)

American Educational Research Association (AERA)

ARC Centre of Excellence for the Dynamics of Language

Cognitive Development Society (CDS)

Cognitive Science Society (CSS)

International Mind, Brain, and Education Society (IMBES)

International Society for Infant Studies (ISIS)

Phi Beta Kappa

Psychonomic Society, FPsyS (Fellow status)

Society for Research in Child Development (SRCD)